DOCUMENT RESUME

ED 408 900	HE 030 219

AUTHOR	Hallstedt, Pelle; Hogstrom, Mats
TITLE	Programmes in Social Care: A Comparison between the Netherlands, Sweden, Norway, and Ireland. Educational and Psychological Interactions, No. 118.
INSTITUTION	Lund Univ., Malmo (Sweden). Dept. of Educational and Psychological Research.
REPORT NO	ISSN-0070-9263
PUB DATE	Jun 96
NOTE	153p.
PUB TYPE	Reports - Research (143) -- Tests/Questionnaires (160)
EDRS PRICE	MF01/PC07 Plus Postage.
DESCRIPTORS	Clinical Teaching (Health Professions); Comparative Analysis; *Comparative Education; Experiential Learning; Foreign Countries; Higher Education; *International Education; Program Content; Program Design; Program Length; Social Agencies; *Social Services; Social Work; Social Workers; *Student Certification; Student Experience
IDENTIFIERS	Ireland; Norway; Sweden

ABSTRACT

This comparative study of social care programs at four European colleges in Nijmegen (Netherlands), Malmo (Sweden), Sligo (Ireland), and Lillehammer (Norway) looks at whether graduates from one country would be qualified to work in social care in the other countries. The report is based on analysis of data from official documents, questionnaires completed by students, interviews with administrators and teachers, and visits to the colleges. It contains a general description of each of the four colleges, a comparison of their curriculum timetables, and analyses of their curricula. Also included are sections analyzing student background data and goals; educational goals as expressed by staff; comparisons of curricula and student goals versus staff goals; comparisons of differences in practicum training; and an analysis of the compatibility of the different programs. The study showed that although the programs were fairly compatible, there were some differences; ranging from length of program (168 weeks at Nijmegen to 99 weeks at Sligo), to more stress on action and client need at Nijmegen, to a greater emphasis on theory at Malmo. Two student questionnaires and a list of interviewees are appended. (Contains 42 references.) (CH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

Department of Educational and Psychological Research

School of Education Malmö • Lund University
Box 23501, S-200 45 Malmö, Sweden

ED 408 900

Programmes in Social Care

A comparison between the Netherlands, Sweden, Norway and Ireland

PELLE HALLSTEDT
MATS HÖGSTRÖM

HE030219

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it

☐ Minor changes have been made to improve reproduction quality

- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

BEST COPY AVAILABLE

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

Lund University

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

Educational and Psychological Interactions **No. 118**
ISSN 0070-9263 JUNE 1996

PROGRAMMES IN SOCIAL CARE

A comparison between the Netherlands, Sweden, Norway and Ireland

Pelle Hallstedt
Mats Högström

Hallstedt, P. & Högström, M. Programmes in Social Care: A comparison between the Netherlands, Sweden, Norway and Ireland. *Educational and Psychological Interactions* (Malmö, Sweden: School of Education), No. 118, 1996.

In this essay the programmes in Social Care in the Netherlands, Sweden, Norway and Ireland are compared on a number of variables in order to find out whether a student with a diploma from either country would have a training to work in any of the four countries in the field of Social Care.

The curricula of the colleges in Nijmegen, Malmö, Lillehammer and Sligo are compared by means of an analytical model developed by Charles Guzzetta. The timetables of the different programmes as well as the structure and design of the practice are examined. The goals of students and staff in the colleges have been studied and compared.

The data that have been gathered and analysed are official documents, interviews with students and staff, questionnaires to students on their goals for future work and background data.

The analysis shows that the programmes are fairly compatible, though different in a number of aspects, such as length of education – varying between Nijmegen, 168 and Sligo, 99 weeks and the orientation of the programme and the core of students goals – the Nijmegen programme with a stress on action and the clients' needs as the starting point for care work and the Malmö programme with the existing professional care work as the starting point constituting the extremes.

Keywords: Compatibility, curriculum, internationalisation, practice, social care, staff goals, student goals.

PREFACE

The authors of this essay, Mats Högström and Pelle Hallstedt, are teachers of the Malmö College of Health and Caring Sciences; Department of Social Care.

In our duties as teachers we have developed acquintance with several colleges and colleagues in various parts of Europe. The cooperation within two ERASMUS networks has in recent years given us the opportunity to operate more on an international level. The cooperation within ERASMUS gives economic possibilities for students to go abroad, students from other countries to be guests at the college of Malmö. We have also had the opportunity to welcome teachers from foreign countries as well as to work as guest lecturers in other Europeen countries.

We have as well had the opportunity to, through grants , visit and communicate with foreign colleges.

These international links have given us insight into different ways of organising educational programmes and cursory knowledge about the contents of different educational programmes.

Since we are students at the College of Education in Malmö, we got the opportunity to perform a more detailed investigation of some of the educational programmes. This investigation is a part of a Masters degree.

The colleges to be more carefully investigated by us are chosen because we think they are both similar to the college of Malmö as well as we consider them as different in some aspects.

We are examining educational programmes from four countries and our purpose is to spread the knowledge gained from this investigation to the different colleges. In respect of this the essay is written in English. We decided not to translate all parts into English, i.e. the quotations from the Norwegian and Swedish students are kept in the original language as well as some Dutch and Norwegian quotations from documents. The Dutch students to the questionnaires in English.

We find two reasons not to translate the statements from the students; we think the original significations would be lost in our efforts to find the corresponding English words and we consider the report more "international" the more different languages you find in it. Hopefully the reader will be able to understand the different means of expression from the context.

To our Anglophone collegues, students and contemplated readers we want to say: Anyway, we tried!

We want to thank all colleagues, students and others who made this essay possible. Last but not least we want thank Bertil Gran for his skilful advice and guidance.

4A

TABLE OF CONTENTS

		Page
1	INTRODUCTION	8
1.1	Purpose	9
1.2	Aims	10
2	THEORETICAL FRAME	11
3.	METHODS AND MATERIAL	15
3.1	The analysis of official documents and supplementary interviews with teachers	15
3.2	Questionnaires to students	16
3.3	Interviews with adminstrators and teachers	17
3.4	Visits to the colleges	18
4	DESCRIPTION OF THE COLLEGES	19
4.1	A general description of the four colleges	19
4.1.1	Hogeschool Nijmegen	19
4.1.2	Malmö College of Health and Caring Sciences: Department of Social Care	20
4.1.3	Regional Technical College of Sligo	22
4.1.4	Lillehammer college	24
4.2	The timetables of the colleges	26
4.2.1	Nijmegen	26
4.2.2	Malmö	30
4.2.3	Sligo	34
4.2.4	Lillehammer	37
4.5	A comparison between the different timetables	43
5	ANALYSIS OF THE CURRICULA	46
5.1	Analysis of the curriculum of Hogeschool Nijmegen. Sociaal Pedagogische Hulpverlening	46
5.2	Analysis of the curriculum of Vårdhögskolan i Malmö Institutionen för Social Omsorg	50
5.3	Analysis of the curriculum of Sligo. National Certificate in Applied Social Studies. National Diploma in Applied Social Studies	57

5.3.1 Certificate 57
5.3.2 Diploma 61
5.4 Analysis of the curriculum of Høgskolen i Lillehammer. Vernepeierutdanning. Barnevernsutdanning. 64
5.4.1 Vernepleier 65
5.4.2 Barnevernspedagog 67
5.5 A comparison between the four colleges on the Guzzetta indicators 68

6 THE GOALS OF THE STUDENTS 72
6.1 Students. Background data 72
6.1.1 Age 72
6.1.2 Sex 73
6.1.3 Social class 73
6.1.4 Work experience 73
6.2 The goals of the students 74
6.2.1 The goals of the Nijmegen students 74
6.2.2 The goals of the Malmö students 78
6.2.3 The goals of the Sligo students 81
6.2.4 The goals of the Lillehammer students 86
6.3 A comparison of the students' goals 90

7 THE GOALS OF THE EDUCATION, AS EXPRESSED BY MEMBERS OF STAFF 93
7.1 Nijmegen 93
7.2 Malmö 93
7.3 Sligo 94
7.4 Lillehammer 95
7.5 Comparison between the colleges 96
7.6 Student and teacher goals - a comparison 97

8 A COMPARISON BETWEEN THE CURRICULA AND STUDENT/STAFF GOALS 100
8.1 Nijmegen 100
8.2 Malmö 101
8.3 Sligo 102
8.4 Lillehammer 102

9 THE PRACTICE 104
9.1 Nijmegen 104
9.2 Malmö 113
9.3 Sligo 118
9.4 Lillehammer 122
9.5 A comparison on the practice 127

10 SYNTHESIS 134
10.1 Compatibility of the different programmes 134
10.2 Social Care and Social Pedagogics in a cultural context 140
10.3 The concept Social Care 141

REFERENCES 144

APPENDIX 1. Questionnaire
APPENDIX 2. Questionnaire

1 INTRODUCTION

International cooperation in the educational sector has developed over the past decades and it has reached considerable levels in Europe after the implementation of the Erasmus programmes for students in the EU countries and for the countries associated with the EU.

Different bilateral agreements have for a long time enabled students to take (parts of) their exam in a foreign country. Many specially designed programmes have made it possible for a vast number of students to engage themselves in these matters.

The Erasmus programmes have marked a new level in this field. When the number of students who study abroad rises distinctively it means that the "rumour is spread", i.e. the average student is likely to have at least a slight acquaintance with a fellow student with an experience of having taken courses abroad. The idea of doing the same could easily enter the mind of any student. This is truly a fact for traditional university students. The students of colleges (so called polytechnics or new universities) have been introduced to the international programmes at a later stage and as a result of that and perhaps also due to other factors such as the student population, that at least traditionally has been viewed as different from that of the traditional universities, the numbers of exchange students are still rather low as far as colleges are concerned.

It would be interesting to look deeper into these matters, to look at the different environments of study and work in European countries. The field of special interest in this essay is social care. There is a fairly similar base for social care in many European countries when you consider the content of work as well as the training. Sometimes there is a confusion when it comes to concepts. For instance if some of the work carried out in "social care" in Sweden is carried out in the field of "social work" in Ireland? Or the work carried out in the field of nursing in Ireland is carried out in "social care" or even "social work" in the Netherlands? The specialities of different countries and national features of organisation do not seem to vary that much, though. But, will that opinion last after a more thorough investigation?

The work in social care is carried out in different cultural contexts by people with different personal and educational backgrounds. The cultural context of social care has many facets; the national culture, the regional culture, the national traditions and the like, but also the organisation of social care, its place in people's minds, the ambitions and resources of responsible bodies, etc.

From our experience of contacts with students, teachers and administrators of different European colleges with training programmes in social care we have noticed that the academic educational background of professional care workers in many cases (countries) are of somewhat higher levels than those of their Swedish colleagues. On the administrational level the Swedish managers are more likely to have a personal experience of care work than many of their colleagues abroad, who would rather be trained to be managers after university exams.

When we have looked at the different programmes in social care we have seen the "headlines" of curricula to be very much the same, whether it be France, Belgium or Denmark, but it would be interesting to go beyond mere impressions on to a more solid basis for comparison.

Things of interest would be such items as teaching styles, literature, the theory - practice blend and course content - when it comes to programmes and training. An outline of the national labour markets in the field of social care and a closer look at the student population (from simple background data as sex, age and social background to more personal characteristics as ambitions and prospects for the future) would add some more information to form the detailed picture necessary to make it possible to show to what extent the labour market as well as the educational market really are markets open for all European and, most interesting to us, to the Swedish students.

1.1 Purpose

The overall purpose of this study is to make a comparison between four different programmes in social care, the college programmes in Lillehammer, Sligo, Nijmegen and Malmö. The programmes will be analysed on a number of variables. The study will deal with different aspects, from the more educational and sociological aspects to organisational issues and also how the programmes are influenced by the societal context.

The comparison on these variables will form the basis for a discussion on the compatibility of the four different national diplomas and thus the possibility for social care students from the Netherlands, Ireland, Norway and Sweden to regard the care work labour market of these countries as one.

1.2 Aims

We will examine the curricula, i.e. the documents ruling the contents of the educations. The examination will focus on main aims and directions of the programmes. Our intention is furthermore to look upon the history and the tradition of the colleges. Since these training programmes are highly vocational we put certain emphasis on the practice in the programmes and the connection between theory and practice.

As a complement to this information we will investigate the expressed aims and objectives of the teachers and those who are planning the programmes.

We will investigate presumptive similarities and differences in the distribution in terms of sex, age, social class and work experience. Furthermore we are examining the aspiration and the aims of the students.

Another aim is to inquire into the internal concistency of curricula, staff and students goals.

2 THEORETICAL FRAME

Following the general aim of this essay we will analyze the curricula of the four colleges we use as a theoretical framework for this analysis an analytic model developed by Charles Guzzetta (1984).

Guzzettas analytic model is based on six indicators. The six indicators are: *Attitude, Mode, Scope, Penetration, Construction* and *Culture*.

The five first mentioned are aspects of curricula. They are aspects of the content of the curriculum. The sixth indicator *"culture"* is related to the context in which the curriculum exists.

Each indicator has two or three dimensions which help us to assort the information given in the curriculum. We will now give a brief view of the indicators and its dimensions aimed at analyzing the content of curricula.

It's important to stress that the analytic model is aimed at, according to Guzzetta, comparing not evaluating the curricula. The model is used to classify, order and understand curricula.

1. The indicator *Attitude* is telling us how the curriculum is orientated in respect to time. This time oriented indicator is either *prospective* or *retrospective*. The prospective dimensions of the curriculum are concentrating on the future. Therefore the prospective curriculum is focused on planning. The curriculum gives no guidance in different methods used in social work. "Such a curriculum seeks to prepare students to assess social needs and to construct programs for dealing with them". (Guzzetta 1984, p.47)

The retrospective curriculum is inclined towards established methods used in social work. The curriculum is retrospective in the sense that it is oriented towards the past. It is emphazising evaluation and analysis.
"...seeks to prepare students to analyze existing and past programs and to identify why some succeeded and why others failed". (ibid. p.47)

In our rendering and analysis of the curricula we use the shortening (Ap) for *Attitude - prospective* and (Ar) for *Attitude - retrospective*.

2. The indicator *Mode* is pointing at the nature of action of the curriculum. The state of action is *dynamic* or *static*. This is not to be mixed up with passive or active.

The dynamic mode of the content promotes the students to be responsible to act themselves. The attitude emphasizes to rapid changes. Not only to adapt themselves to the changes in society but also to be the spearheads of the development.

> "Such a curriculum seeks to help students function as they would aboard a draft in a swiftly-flowing river, avoiding the obstacles and shooting the rapids, moving toward a known or unknown objective" (ibid. p.48)

The static mode is the analysing and examining mode of the curriculum. The curriculum helps the student to understand what is happening within the social work. The curriculum tries to give the student tools to be good at mapping "the swiftly flowing river" thus be able to inform those who are to traverse it.

> "Unlike the dynamic curriculum, which seeks to imbue the the student with a sense of personal responsibility to take some action, the static curriculum seeks to equip students to influence events by providing valuable information and advice which can influence the decisions of those who are perceived to hold the power" (ibid. p.48).

We use the shortenings (Ms) and (Md) for these indicators.

3. The indicator *Scope* consists of two aspects; *comprehensive* and *particular*. Scope refers to the purpose of the units of attention, the volume of knowledge, in the curriculum. The scope could also, according to Guzzetta, be called the outlook on the profession.

The overall pattern of the subjects is the most characteristic feature of importance for the comprehensive curriculum. Generalisation and generic principles are the key words when looking upon the curriculum. The comprehensive curriculum is deductive in practice.

The opposite is valid in the particular curriculum, you find in this curriculum an inductive procedure. It begins with specific cases and seeks generalisations.

The shortenings (Sc) and (Sp) are used in our analyses of the curricula in the three different countries.

4. The indicator *Penetration* has three different aspects. Guzzetta distinguishes between *survey*, *profound* and *exemplar*.

The survey aspects of the curriculum deals with breadth. The survey approach is extensive. It tries to cover us much ground as possible.

> "...the survey approach represents the decision to remain informed as broadly as possible about the field, even at the risk that the knowledge is of a rather superficial nature". (ibid. p.49)

The opposite is in action when looking at the profound curriculum. Such a curriculum sharpen selected areas. A deep examination of special cases is recommended to the student instead of trying to cover a broad field of knowledge. The aim is to teach the student to be thoroughly informed in a specific area.

The examplar approach is in a way a compromise between the survey and the profound way. Guzzetta says; "The student who masters the examplar approach gains a broad view [althogh presumably not so broad as in the survey approach])" (ibid. p.50)

Guzzetta continues stating that in this approach the case study is a useful method.

We use the shortenings (Ps), (Pp) and (Pe) if we find these approaches of penetration in our further examination of curricula.

5. The fifth way of examining curricula is named *Construction*. Construction refers to the structure of the curriculum. The content is hung up on a superior program skeleton. According to Guzzeta curricula are built in three ways; *linear, holistic* or *thematic.*

The linear aproach attempts to organize the content along a time-line. It is not important to organize the content from beginning to start the curriculum can as well go the other way. That is, the direction isn't very important, but the steadily movement along a line of development is.

The holistic approach is the attempt to achieve an integrated curriculum. All parts of the curriculum are mutually supportive. Such a curriculum has an image it tries to maintain. For instance a psychoanalytic approach.

The thematic approach is organizing the content according to specific topics such as; child and adolescent, drug-abusers and the elderly.

We use the shortenings (Cl), (Ch) and Ct) in our analyses.

According to Guzzetta these indicators are useful when examining curricula written to describe the theoretical parts of the education. The programmes in focus, and from where Guzzetta has his own experience, are programmes categorized as vocational training. It is not (yet, according to Guzzetta in 1984) possible to use the indicators above when looking into the practice part of the different programmes, even though the practice parts of the education is the most significant part of the vocational training.

It is also possible to examine literature used within the programmes by using Guzzettta's indicators.

Table 2.1 The Guzzetta indicators and their dimensions

Attitude:	a. prospective (p)	b. retrospective (r)	
Mode:	a. dynamic (d)	b. static (s)	
Scope:	a. particular (pa)	b. comprehensive (c)	
Penetration:	a. survey (su)	b. profound (pro)	c. exemplar (e)
Construction:	a. linear (l)	b. holistic (h)	c. thematic (th)

3 METHODS AND MATERIAL

In order to get answers to the aims of this essay we used different ways to collect and to analyse data. These methodolocical mixes are according to Patton (1990) called *triangulation*:.

> "One important way to strengthen a study design is through triangulation, or the combination of methodologies in the study of the same phenomena or programs. This can mean using several kinds of methods or data, including using both quantitative and qualitative approaches".
> (ibid. p.187)

In this essay we used "data triangulation - the use of a variety of data sources in a study" and "methodological triangulation - the use of multiple methods to study a single problem or program". (Denzin, 1990 [in Patton 1990, p.187])

3.1 The analysis of official documents and supplementary interviews with teachers

In major parts of the essay we used official documents from the colleges. These documents are, more or less, used as instruments of control for administrators, teachers and of course for the students. We used curricula, syllabuses, timetables, bibliographies, different kinds of documents regulating the cooperation between the college and practical placements and records regulating the assessment of the practice. We also read different kinds of booklets used as information for students and other interested parties. Briefly, we tried to get as much useful written information as possible from the colleges.

Chapter 5 contains an analysis of the different curricula and syllabuses. The different documents were categorized by means of a model for analysis of programme curricula in Social Work education developed by C.J. Guzzetta. In this context we would like to give a few remarks on the question of the role and position of curicula and syllabuses. To what extent do curricula and syllabuses determine the content and process of teaching? One rule of thumb, as we see it, is that the longer the distance between the institutions or persons responsible for the texts regulating the courses, its content and teaching methods, the more likely are discrepancies between intent and the actual teaching process.

In Sweden, the programmes are ruled by acts for university colleges and central examination requirements. Beyond these general aims every university college decides their local aims independently.

In the curriculum and syllabuses for the Malmö College the texts have been written by the staff responsible for the teaching, yes, we know that in many cases the teaching comes first, the texts that are supposed to regulate the teaching come second!

So, we think that the curricula and syllabuses, at least in the above mentioned college, give a very good picture of the actual teaching, content and methods.

When we analysed the curricula we started by scrutinizing the texts looking for aspects that could be referred to the five Guzzetta indicators. Partly we tried to interpret whole paragraphs in terms of Attitude, Scope, etc, partly we noted direct quotes of the curricula and syllabi, quotes we found to be rather expressed aspects.

As will be shown in chapter 5 it is the texts that have organized the analysis, i.e. the different aspects of the curriculum are discussed when they appear in the text.

In chapters 4 and 9 we derive the most salient features out of the documents concerning timetables and practice. In these chapters we also use information collected through personal interviews with responsible teachers from the colleges of Sligo, Nijmegen and Lillehammer.

3.2 Questionnaires to students

We asked the students of the four colleges to fill in two questionnaires. Firstly we asked a number of students to answer questions about background data; age, sex, (parents') social class, former work experience, why they had chosen the actual programme and why they had chosen to undergo the studies at the actual college. (Appendix 1.)

We asked all students attending the last year of their studies. In Nijmegen we asked 88 students, in Malmö 35 students, in Sligo 25 students and finally we asked 40 Lillehammer students. The response rate from the college of Nijmegen was 69% (N=61), from Malmö 89% (N=31), 72% from Sligo (N=18) and from Lillehammer the response rate was 65 %

(N=26). The figures from the data collection were analyzed and the answers to these questions are reported in chapter 6.

There is no way to analyse the impact of the missing cases, but there is no reason to believe that the result are to a considerable extent biased.

Secondly we asked the students the following question: "Picture yourself working in the field. State the goals of your work, what you are aiming at and how you think you will succeed in reaching your goals (difficulties, possibilities)". (Appendix 2.)

The students wrote short papers, roughly one page each, about this issue. The response rate was varying between 96 - 100%. 15 answers from each college (18 from Nijmegen) were randomly selected to be analyzed. The Malmö and Nijmegen samples were created through stratification, the strata being the different directions in the colleges. In three cases in the Nijmegen material, due to language difficulties, the randomly selected respondents were replaced by the "next person".

The analysis was done through a careful, narrow reading of the texts produced by students. Provisional concepts, "themes", were introduced step by step, at first created by use of the students' own wording, later new concepts were developed in order to capture similar views of groups of students.

There is also in chapter 6 a comparison between the views of students of the four colleges. In that comparison we have tried to make parallels between the student groups, by grouping the concepts in issues and also by looking at the different matters that are present in one or two colleges, not in the others, and to interpret the meaning of that.

3.3 Interviews with administrators and teachers

We presented a number of staff members one single request: "Give your picture of a successful student!" This request was given to two teachers of Malmö College, three teachers of Sligo College, two teachers of Lillehammer College (telephone interview) and three teachers of Nijmegen College. The staff members asked are teachers at first hand but two of them are also responsible for administration and planning of the programmes (this is the case in Nijmegen and Lillehammer).

The answers were analysed in a similar way as above. The analysis is reported in chapter 7.

3.4 Visits to the colleges

In order to collect data and to get personal impressions of the colleges we visited them. On two occasions, both of us, visited the college of Sligo to collect data and to carry out interviews of staff. On one occasion one of us visited the college of Lillehammer for data collection. We have many impressions of the college of Nijmegen; in 1994 one of us was a guest lecturer at the college for six weeks and apart from that we have both visited the college to do interviews and to collect data.

The visits to the colleges have given us the opportunity to form our personal views of them.

4 DESCRIPTION OF THE COLLEGES

4.1 A general description of the four colleges

4.1.1 Hogeschool Nijmegen

The college of Nijmegen is very extensive. Three main areas are covered by different educational programmes. The areas are Health Care, Welfare Work and Management.

The departments are spread all over the city. 5.000 students study at Hogeschool Nijmegen and the staff are about 700. (Health Care, Welfare Work and Management. Hogeschool Nijmegen. p.19)

In the Netherlands there are 85 of these institutes for higher professional education. There are two sectors of higher education (as in the other countries investigated in this essay), the HBO:s (Higher Professional Educations) and the universities. The differenceS between the sectors are that the former should "...provide students with the knowledge and skills they need for specific occupations" (ibid.p.4), the latter "...prepare students for independent scientific work in an academic or professional environment..." (ibid. p.4).

All HBO:s are four year programmes and the students have the right to use the title "Bachelors" when they are graduated.

The programmes are within the following areas:

> Nursing Science, Social Health Care, Teaching Certificate in Nursing Science (Second Grade), Management in Health Care, Speech Therapy and pathology, Nuitrition and Dietetics/Nutrition and Management, Physiotherapy, Creative Therapy and Creative Educational Work. (ibid. p.5)

One part of the last mentioned programme, Creative Educational Work, is the one we pay attention to in this essay.

This education is called Mikojel. "Mikojel-education distinguishes itself from other higher professional training courses by its emphasis on creative activities". (Department of Creative Educational Courses. Hogeschool Nijmegen. p.1)

Within the department, Creative Educational Work, there are two main programmes:

- Studies in Social and Cultural work
- Studies in Social-educational Care

The first one is composed of four directions; Recreation and Tourism, Adult Education, Art and Culture and Community Development.

The latter programme Social-educational Care (Sociaal Pedagogische Hulpverlening-SPH) is the one we scrutinize in this essay. This programme consists of three strands; Residential Work, Special Needs Youth Work and "Activiteitenbegeleiding". (ibid. p.1)

The latter direction is sometimes, when translated into English, called "Occupational Therapy" and sometimes "Activity Guidance". The booklets and stencils of earlier dates use the designation "Occupational Therapy" but it seems like "Activity guidance" is the most used translation nowadays.

Social-educational Care is a well-established programme. There are close links between the programmes. Apart from the physical integration the administrators and teachers have developed and use the same guidelines for regulation of practice, supervision etc.

The department is accomodated in an old monastery some five kilometres from the city centre. The buildings are sorrounded by a park and vast recreation areas.

When entering this spacious building you get the feeling that this a creative study milieu. There are lots of small or big study halls where students perform music, art, drama and other creative activities.

In the month of May, there is a seething life all over the buildings. The fourth year students are then performing their graduation projects. The whole week in day time and in the evenings you can watch plays, listen to concerts, attend art exhibitions, watch video-tapes, etc, all created and performed by students. There is a pub in the ground floor which strengthens the impression of a very vital pulse at the college in this particular week.

4.1.2 Malmö College of Health and Caring Sciences: Department of Social Care.

The study programmes in focus for this essay is one out of the three departments constituting the Malmö College. The three departments are: Department of Nursing (appr. 320 students), Department of Biomedical Laboratory Science and Oral Health (appr. 140 students) and Department of Social Care (appr. 180 students).

In all about 640 students attend full time courses at the College of Malmö. A vast number of part time students are in different ways occupied with "life- long learning" at the college. (Malmö College of Health and Caring Sciences.[Booklet], 1993)

In the following renderring we will pay attention to the department of Social Care. There are no direct links between the different departments, apart from a common adminstration. Some teachers may now and then be "on loan" to the different departments but not to a vast extent.

The different departments are not even situated in the same building. The nurses and the care workers are (now, not the last ten years) are in the same building. The department of Biomedical Laboratory Science is situated at the University hospital and the programme for Oral Health is together with the college for dentists.

At the department of Social Care about 50 students start their studies each semester.

The students are either applying for studies in *the direction towards the care of the elderly, the disabled and the mentally retarded* or *direction towards social-pedagogic treatment.*

The two directions have different histories. The first mentioned was between 1982 and 1992 divided into two directions (there were then three directions within the social care programme) and were at this time a two year programme specialized either towards mentally handicapped or towards elderly. In 1992 their was a fusion between the two and the length of the programme was then 2,5 years.

The latter, the social pedagogues, was in the beginning of the seventies a non-university programme. The length of the programme was then 3 years. 1977 it became a progamme at university level and in 1982 part of this programme was turned into the direction towards social care work with the mentally handicapped people.

Since 1994 the two different directions are 3-year programmes.

The programme is nation wide. The study programme is to be found at approximately 20 places all over Sweden. Most colleges, the smaller ones, have only one of the directions in their programme.

Since every college has extensive freedom to design their own programme, within the goals stated for the University Diploma in Social Care, you will find substantial differences of the programme in the different colleges in Sweden.

You will also find different governing bodies for the programmes in the different areas of Sweden. In the future their will probably be one principal for these colleges, the government.

The governing body for the college of Malmö is at this moment the municipality of Malmö. The college will probably soon turn into state adminstration.

In Malmö there are more similarities than differences between the two programmes. The staff giving courses at the college (12 full time teachers with a professional background in social care or a background as teachers in a certain subject) are kept together as one unit.

There is a strive to do so since some teachers give lectures in both directions. This strive was more apparent some years ago. The teachers have become more specialized the last years.

When you enter the college building you will not easily reckon the department of Social Care. The department is small and concealed among the department of Nursing and the department for Adult education. Since the department of Social Care has been situated in this building for a year and earlier hidden in a big bulding fitted for the comprehensive school the department has not yet been profiled.

A profilation of the department will never happen in this building since the location is a temporary solution.

There is a discussion to build a new university in Malmö and this will be the chance for the department to be given a more profiled existence.

4.1.3 Regional Technical College of Sligo

Coláiste Teicniúil Réigiúnach Sligeach is composed of three departments; School of Engineering, School of Science and School of Business & Humanities. About 2.000 students study at this "third level college".

One of the programmes is of interest for us in this essay. The programme is part of the School of Business & Humanities. The school, situated in Sligo, covers areas as Business Studies, Accountancy, Computing, Office Information Systems, Marketing and Languages, Europeen Business and Art and Design. The school offers cources at certificate, diploma, degree and professional level to over 1.100 full-time students. (School of Business and Humanities '95. Regional Technical College of Sligo).

Actually the programme in focus consists of two programmes on different levels. Firstly the two year National Certificate in Applied Social Studies in Social Care and secondly the one year National Diploma in Applied Social Studies in Social Care. We regard these programmes as one, otherwise the comparisons between the other programmes in this essay would be biased.

The programme is given in five places in Ireland; Dublin, Cork, Athlone, Sligo and in Waterford. Though in Waterford you may only apply for the Diploma course. (NCEA Directory of Approved Courses in Higher Education, 1995 p.50 and p.52).

If the students want to proceed after the Certificate course they have two apply for the Diploma course. To be admitted to the Diploma course the students have to have the Certificate of Social Care. The entrance qualifications are furthermore that the students have to obtain a Merit (at least 60% of the total marks available as specified in the Approved Course Schedule) or Distinction mark (at least 70% of the total marks available as specified in the Approved Course Schedule) in the Certificate (the mark setting is a four levelled one; fail, pass, merit and distinction) or if the student only have passed the Certificate level she or he has to complete with at least one year of relevant work. (School of Business and Humanities '95 & NCEA awards: Examination marks and standards 1995, p.17).

If the Sligo students want to proceed with their studies they may apply for primary Degree courses. These Degree courses are given at two colleges in Ireland; in Waterford and in Cork. The courses are leading to Bachelor of Arts in Applied Social Studies in Social Care.

The features of the Degree courses in Waterford and in Cork are similar. The Waterford course:

> "...aims to further advance the students' understanding of therapeutic care for children and adolescents and to acquire further skills in this area to enhance their practice. The course will help develop the necessary care skills to work effectively with individuals, families, groups and associations in the community and in residential settings. Student study management concepts in order to facilitate involvement in the management of centres and care programme structures." (NCEA Directory of Approved Courses in Higher Education, 1995, p.60)

The course given in Cork:

> "The aim of this degree is to enable students to acquire further therapeutic and managerial understanding and skills. The course is suitable for those who hold or aspire to hold supervisory or managerial positions and those who provide a caring service for children, youth, the elderly or the handicapped in residential and community settings". (ibid. p.60)

We will now return to the college and the programmes which are of main interest for us in this study. The programme is fairly new. The first admission was in September 1992. Before the social care programme there was a child care programme since 1979. The child care programme is now merged into the social care programme. (Interview,Sean Larkin 1994-11-05)

The "social care programme" is a minor part of all programmes given at RTC of Sligo. About 60 students start their studies at the certificate level each year. i.e. about 150 students are in the educational system at the college. Eleven teachers are teaching, most of them on both Certificate and Diploma level, the students in the social care programme.

Since the department is very small, compared to the others of the college, it is not very profiled. The main college at Balinode (2 kilometers from the centre of town) is too crowded to accommodate all students and teachers. Therefore some of the classes are given lectures in a building in the town centre.

The first impression when you enter the main college is that this a is a very crowded and noisy place. Lots of students are having lunch together in an enormous cantina. The staff are cramped for space in a tiny study.

There is a library with lots of titles, though a minor part adapted to the field of social care. In connection to the library there is a large study hall which doesn't appeal to your motivation to reflect about academic issues. In the temporary building in the town centre the visitor doesn't get a vision of a scholarly milieu. The space is very limited for both teachers and students. In this building there are no facilities as library, cantina or other meeting areas.

Of course these external circumstances are troublesome for the students and the teachers and the exterior factors have not necessarily to do with the quality of the education. But presumably these factors affect the stimulation for visitors, teachers and in particular the learning.

4.1.4 Lillehammer college

The structure of the higher educational system of Norway is thus (lecture given by O-P Askheim 1995-09-08):

There are 4 universities and 6 specialized colleges at university level. There are some private colleges and 26 State colleges. Before 1994 there were 98 Regional colleges but the number was decreased to 26. Lillehammer college is the only former regional college which still exists as a seperate college. (Lillehammer College, 1996. p.6).

The State colleges are either giving theoretical university courses or vocationally oriented studies. The State colleges are giving diplomas in, for instance; Health care, Engeenering, Education or Social work.

Lillehammer college is one of the State colleges. Lillehammer College has been built up, in a litterally and in a metaphorical sense, during the recent years. The former name, Oppland College, turned into "Lillehammer College" in August 1995 (ibid. p.6)

In September 1995 there were three departments at the college: School of Culture and Media Studies, School of Education and Social Science and School of Tourism and Applied Social Science. The number of students were then 1.400 full time students and 1.600 part time students (Askheim 1995-09-08).

From this year one department is to be added: School of Film and Television. (Lillehammer College, 1996. p.7)

According to the broschure the aim for year 2000 is to give education to 2.500 full time students. At this moment Lillehammer College has appr. 200 staff members.

The building where all this is happening is a very impressive construction. It gives the visitor a futuristic feeling with its' airy space. The cunstruction is made of wood, enormous windows and a local kind of stones. The beautiful surroundings strengthen the impression of the construction. The facilities for the students and the staff are very good with nice restaurants and a very well equipped library: 55.000 books and 500 current journals. (Lillehammer College, 1996. p.7)

There is also a very interesting collection of modern art spread all over the building. This collection of art is one of the "leftovers" from the Olympic games in 1994. The building was constructed owing to the Olympic games and was then used as the media centre. When the games were over the building was used as a college.

When visiting the college you really feel that this is a very stimulating work environment for both students and staff.

The atmosphere is very "academic" and this is also the intention. "Together with the Eastern Norway Research Institute, Lillehammer College is regognised as a leading research centre in the region." (ibid. p 7)

In this essay we are only interested in one of the departments; School of Education and Social Science. In this department we pay attention to two of the programmes; Child Welfare (Barnevernspedagogogutdanning) and Welfare nursing (Vernepleierutdanning). These belong to the Health and Social studies department. In the same department we also find the programme for Social work. There is a strive to keep these three programmes together.

This is an experiment, the first one in Norway, since 1991. This integration was successful and now they will try this as well at other colleges in Norway (interview, Askeheim O-P, 1996-03-09).

4.2 The timetables of the colleges

We will try to make some comparisons between curricula with regard to distribution between subjects, practice, timetables and other matters of organizational quality.

4.2.1 Nijmegen

The four year programme in Nijmegen consists of a one year preparatory course and three years "hooftdfase".

The preparatory course consists of the following parts; (Studiegids; Sociaal Pedagogische Hulpverlening. Tweede jaar voltijd, 1994 - 1995. p.52)

	Study-hours	"Studiepunten"	Lectures
1. Theory and methods	400 h	10	80 h
2. Creative activities	480	12	96
3. Human beings and society	400	10	80
4. "Onderwijs en beroeps" (speech, English, Health education first aid)	200	5	40
	1.480	37	296
Practice	200	5	

In "Hooftdfase" (the second until the fourth year) the student have to choose between three directions: Residential work, Activity guidance and Special needs youth work; (ibid. p.53)

	Study-hours	"Studiepunten"	Lect
1. Theory and methods, in general	360 h	9	72 h
2. " " ,specific	360	9	72
3. Creative activities, in general	480	12	96
4. " " , specific	240	6	48
5. Human beings and society, in general	400	10	80
6. " " " , specific	320	8	64
7. "onderwijs-/beroeps"	360	9	72
8. "Keuzeprogrmmas" Optional subjects	280	7	56
9. "Afstudeerwerkstud"	360	9	72
	------	------	------
	3.360	79	672
Practice	1.680	42	

In all the programme consists of 116 weeks/4.840 study hours in theoretical subjects and 47 weeks/1.880 study hours in practical placements, roughly less than 1/3 of the programme in practice and a little more than 2/3 in theoretical studies.

The distribution between study hours and lectures is an estimation. It is said that during one "studiepunt" (40 hours/week) the students are given 1,5 hours lectures organised by teachers.

240 students are accepted each year at "Stage Sociaal Pedagogische Hulpverlening" (SPH) in Nijmegen. The students are divided into 12 classes.

The timetable is organized in blocks of 5 weeks, that is identical timetable for each class during 5 weeks. After each 5 week session there are exams. This is repeated 5 times every year. (There is a 4 week practice in the first year).

Let's follow a week of a first-year student (foundation course).

Mon	9.00 - 10.30	"Steunprogramma" Optional subjects as Dutch, speech, writing etc.
	10.45 - 12.15	(Free period)
	13.00 - 14.30	(Free period)
	14.45 - 16.15	Dance
Tue	9.00 - 10.30	Methods
	10.45 - 12.15	Methods
	13.00 - 14.00	"HC - ECON" Lectures common to all 240 students. Could be in different subjects. Optional.
	14.45 - 16.15	(Free period)
	16.30 - 18.00	"Spel en sport" Games and play

Wen	9.00 - 10.30	Audiovisual education
	10.45 - 12.15	Audiovisual education
	13.00 - 14.30	"JR/LGB" Group dynamics
	14.45 - 16.15	"HC - ECON" Visual capacity (training in visuali sing)
Thu	9.00 - 10.30	(Free period)
	10.45 - 12.15	"Steunprogramma"
	13.00 - 14.30	Drama
	15.00 - 16.00	HC (4 classes together) - Philosophy.
Fri	9.00 - 10.30	Philosophy
	10.45 - 12.15	Music
	13.00 - 14.30	"Stage" Talk with supervisors about practice preparations. This done by the 240 students at the same time.
	14.45 - 16.15	"Stage"
	16.30 - 18.00	"Stage"

This is all together twenty-eight 45 minutes lessons a week (Friday afternoon not counted because these activities are probably not lessons in an ordinary sense). 9 different teachers have carried out the lessons during the week.

The second year the number of classes are cut down to 6. We have no information about whether this is due to drop-outs from the Training programmes or if there were fewer classes the year before. This programme is as well as in the first year organized in blocks of 5 weeks.

Mon	9.00 - 10.30	English. Useful words in English are taught for two blocks. 30 hours in all.
	10.45 - 12.15	(Free period)
	13.00 - 14.30	(Free period)
	14.45 - 16.15	(Free period)
Tue	9.00 - 10.30	"Ludische specialisatie"
	10.45 - 12.15	"Ludische specialisatie" These drama lessons are for all second year students in common. They are mixed from different second year classes.
	13.00 - 14.00	"Methodiek generiek" Lecturer in Theory and met hods "in general" for all second year students.
	14.45 - 16.15	"Methodiek generiek" (for all)
	16.30 - 18.00	(Free period)
Wen	9.00 - 10.30	Ludische - practice about half day for all second year students. Often carried out in pairs.
	10.45 - 12.15	(Free period)
	13.00 - 14.30	(Free period)
	14.45 - 16.15	(Free period)

Thu	9.00 - 10.30	(Free period)
	10.45 - 12.15	Psychology
	13.00 - 14.30	Methods. The students are now together in their groups from which they have choosen out of the three different directions: Residential work, Activity guidance or Youth work. They mingle from all 6 classes.
	14.45 - 16.15	Sociology
Fri	9.00 - 10.30	(Free period)
	10.45 - 12.15	(Free period)
	13.30 - 14.30	"HC-GEZL" Medical care. 4 classes together
	14.45 - 16.15	"EHBO" First aid. 2 classes
	16.30 - 18.00	"EHBO" First aid

In the second year the students attend twenty-one 45 minutes lessons at the college, the half-day practice not included. The students have met 7 different teachers.

In the fourth year the students are divided into their "branches" (Residential work, Activity guidance or Youth work) from the start and they are kept in those classes all the year. This particular year 1994 -1995 there were 5 fourth-year classes.

Mon	9.00 - 10.30	"Bijvak" This is the second choice the student have made out of the creative subjects; Drama, Music, Dance etc
	10.45 - 12.15	"Bijvak"
	13.00 - 14.30	"HV-MUZ" Music common for 4 classes
	14.45 - 16.15	Medical care
	16.30 - 18.00	Sports for relaxation
Tue	9.00 - 10.30	(Free period)
	10.45 - 12.15	"Beroepsethic" Ethics
	13.00 - 14.30	Speech
	14.45 - 16.15	"BOB" Fourth-year students are giving guidence to second-year students.
	16.30 - 18.00	Methods
Wen	9.00 - 10.30	Management
	10.45 - 12.15	Management
	13.00 - 14.30	"Hoofdvak" The first choice the students made out of the creative activities.
	14.45 - 16.15	"Hoofdvak"
	16.30 - 18.00	"Hoofdvak"

Thu	9.00 - 10.30	(Free period)
	10.45 - 12.15	(Free period)
	13.00 - 14.30	(Free period)
	14.45 - 16.15	(Free period)
	16.30 - 18.00	"CLUSTER" Time available to work with the "Ludic week"[1] performances.
Fri	9.00 - 10.30	CLUSTER
	10.45 - 12.15	CLUSTER
	13.30 - 14.30	CLUSTER
	14.45 - 16.15	(Free period)
	16.30 - 18.00	(Free period)

This week the fourth-year student have had twenty-eight 45 minutes lessons. The time for "Cluster" is not included. The students have met 9 different teachers.

4.2.2 Malmö

In Malmö there is a three year programme, University diploma in social care. This programme is divided into two main directions;
- direction towards the care of the elderly, the disabled and the mentally retarded
- direction towards social-pedagogic (social-educational) treatment.

The contents of the courses are counted in creditpoints (crp). One credit point corresponds to one week of full time academic study. In both curricula there are possibilities to choose from a variety of courses. The student has to acquire knowledge corresponding to 120 credit points after the three year program.

In the first four semesters all courses are compulsory. Some courses are common to both directions:

	crp/weeks
1. Social care, introduction	5
2. Social and Behavioural Sciences	15
3. Research Methods	10
and	
4. Evaluation **or**	5
5. Internationalisation	5
Alternative option	
Research Methods	15

---

[1] One week in the middle of May every year the fourth-year students have dance perfomances, exhibitions, showing videotapes, plays etc. in accordance to their "Hoofdvak" choice. This is an examination week where the performances are shown for all students and teachers at the college.

The following courses differ between the two directions:

Direction towards the care of the elderly, the disabled and the mentally retarded. Compulsory courses.

6. Social-care work among the elderly, the disabled and the mentally retarded	20
7. Legal instruction	5
8. Staff management and supervision	20
9. Supervised practical work	20

Direction towards social-pedagogic (social-educational) treatment. Compulsory courses.

	crp/weeks
10 Theories and methods in social-pedagogic work among children and adolescents	20
11 Theories and methods in social-pedagogic work among adults	20
12 Legal instruction	5
13 Supervised practical work	20

On top of these 2,5 years every student is obliged to choose from a variety of courses such as:

	crp/weeks
- Staff management and supervision	10
- Deviant behaviour and social care work	10
- Cultural-scientific and ethical aspects of work in the field of social care	10
- Supervised practical work	10
- Social care focusing on the elderly and the disabled.	10

The students choose courses up to 20 credit points.

The summary of the organization of studies and distribution of the contents above is in the following renderring dealt with more in detail below.

We start examining one of the courses, (course 2); Social and Behavioural Science, 15 crp. This course is common for both directions although the students are studying the course seperately. The students "belonging to" the social - pedagogical direction are together in one class already from the beginning as well as the students aiming at the direction elderly, the disabled and the mentally retarded. Actually they will not meet until they are joining the optional courses in the end of the fifth semester. Each class consists of about 25 students.

The contents of this course, course 2 are thus:

> "The basics of Social and Behavioural Science. Sociological and psychological theories and their applications in the field of social care. Sociopolitical theories, the emergence and current status of these policies on the theory and practice of social care". (Educational programme for the University Diploma in Social Care, 120 credit points., p.3)

This 15 crp course is divided into three courses of 5 crp each: Psychology, Sociology and Sociopolitical theories. .

When examining the timetable, 2 out of 5 weeks, of one of the courses, Sociology, we find the following schedule:

Mon	12.30 - 16.00	Introduction to Sociology
Tues	8.30 - 12.20	Civilization and society. Social relations.
Wen		Self-instruction
Thur	8.30 - 12.20	Race, ethnical aspects. Conformism, deviance.
Fri	12.30 - 14.00	Seminar. Group A
	14.15 - 16.00	Seminar. Group B

Mon	12.30 - 16.00	Labour. Stratification
Tues	8.30 - 12.20	Gender, sexual roles and sexuality
Wen		Self-instruction
Thur	8.30 - 12.20	Socialization. Education
Fri	12.30 - 14.00	Seminar ll. Group A
	14.15 - 16.00	Group B

The students are taught by the same lecturer all 5 weeks. This is the most common feature of all courses performed at the college in Malmö. The duration of lessons in the Swedish school system is 40 minutes. In every morning block or afternoon block there are 5 "40 - minutes" lectures.

Counting in this way we find that the hours above are 17 (40 minutes lectures) for each student.

We continue our examination of courses with the second term course; Social - pedagogic treatment, 20 crp. This term the main contents are "Theories and methods in social-pedagogics work among children and adolescents". This course is divided into shorter elements, where different themes related to the the topic are examined. In the part of the course examined below the aim is for the student to acquire knowledge about children and youth with psychiatric symptoms, to acquire knowledge about different methods used in treatment.

Mon	9.00 - 12.20	Group work
Tues		Self-instruction
Wen		Self-instruction
Thur	9.00 - 12.20	Child- and youth psychiatry
Fre	9.00 - 12.20	Report on educational visit

Mon	9.00 - 12.20	Group A. Report on literature
	12.30 - 16.00	Group B. Report on literature
Tues		Self-instruction
Wen	9.00 - 12.20	Family work, role-play
Thur	9.00 - 16.00	Marte Meo, video-technique, theory and role-play
Fri		Self-instruction

In these two weeks of this course two main teachers from the college are responsible for the teaching. Three more lecturers with specific knowledge about the profession in this field of care work are also involved during these weeks. In these weeks the hours spent by students at the college are about 17 each week.

We are now focusing the other direction towards the care of the elderly, the disabled and the mentally retarded. In the second year there is a course, "Staff management and supervision". The contents of this 20-week course are:

> "Theories, methods, and attitudes with a bearing on the manger's role. Organisational, administrative, legal, and financial aspects. Special emphasis is placed on the development of the manager's role in the field of social care".
> (ibid. p.4)

The course is divided into 5 elements. The actual contents of two weeks (all elements in this course are threee weeks long) are normally carried out as follows.

Mon		Self-instruction
Tues	12.30 - 16.00	Goal-setting. Leavitt's model. Group work.
Wen	8.30 - 12.20	The role of the manager. Group work.
Thur	12.30 - 16.00	Leadership, power and control
Fri	8.30 - 12.20	Leadership, power and control. Group work
Mon	8.30 - 12.20	Organizational theories. Group work
Tues	12.30 - 16.00	Organizational theories. Group work
Wen	8.30 - 12.20	Organizational changes. To manage staff in changes
Thur	12.30 - 16.00	To manage staff in changes. Group work.
Fri		Self-instruction

In these weeks the students have lectures for 20 hours each week. Since some of the time is devoted to group work all hours are not lectures in a common sense. An estimation could be that 15 hours a week are devoted to lectures and 5 hours a week devoted to group work. The role of the teacher during these group activities is councelling.

Each element of the 20 weeks course is carried out by one teacher. Sometimes the teacher has invited guests to lecture on special matters of interest for the subject.

4.2.3 Sligo

The educational programmes of Sligo are: *National Certificate in Applied Social Studies in Social Care* (the first and second year) and *National Diploma in Applied Social Care* (the third year).

We find the following contents and number of hours through all the "social care programme";

	Certificate (year 1 and 2)	Diploma	Total
1. Applied social studies	90+84h	+81h	=255 h
2. Communications	90 + 54	+27	=171
3. Information processing	54		= 54
4. Creative and recr. act.	108	+80	=188
5. Economics	50 + 54		=104
6. Health education	81	+42	=123
7. Politics	50 + 54		=104
8. Psychology	100 + 108	+84	=292
9. Sociology	81	+40	=121
10 Legal studies	75		= 75
11 Social legislation	75		= 75
12 Family law and ethics		84	= 84
13 Social administration		42	= 42
Total	854 + 354	480	1.688

The ranking order from the figures above show us that four subjects constitute the major part: Psychology, Applied Social Studies, Creative and Recreational Activities and Communications. These subjects are on the timetables of the certificate level as well as of the diploma level.

The organization of studies are an overlapping system between subjects on the list above. 60 students get admission to the certificate studies every year. The student body is divided into two groups, 30 students in each group.

To give an example on how it's organized we will now follow a second year certificate student for a week. Timetable for group 1 (30 students):

Mon	10.00 - 10.50	Applied Social Care	
	11.00 - 12.00	Free period	
	12.00 - 13.00	Free period	
	14.00 - 14.50	Psychology	
	15.00 - 15.50	Group Dynamics	
	16.00 - 16.50	Applied Social Care	
Tue	10.00 - 10.50	Psychology	
	11.00 - 11.50	Applied Social Care	
	12.00 - 12.50	Applied Social Care	
	14.00 - 14.50	General Tutorial	3 groups
	15.00 - 15.50	Group Dynamics	
	16.00 - 16.50	Drama	
Wed	09.00 - 09.50	Social Adminstration	
	10.00 - 10.50	Law	
	11.00 - 11.50	Law	
	12.00 - 12.50	Economics	
	14.00 - 14.50	Social Administration	
	15.00 - 15.50	Applied Social Care	
Thu	09.00 - 09.50	Placements	
	10.00 - 10.50	Applied Social Care	
	11.00 - 12.00	Free period	
	12.00 - 12.50	Group Dynamics	
	14.00 - 14.50	Group Dynamics	
	15.00 - 15.50	Psychology	
	16.00- 16.50	Develop Activities	
	17.00 - 17.50	Develop Activities	

Fri	09.00 -09.50	Economics
	10.00 - 10.50	Law
	11.00 - 11.50	Free period
	12.00 - 12.50	Social Administration

There are 26 lessons in this particular week carried out by 7 different teachers. For a student belonging to group 2 there was the same amount of lessons, lecturers and identical subjects.

From the timetable above we can't gather what kind of classes these are, i.e. if the lessons are performed as lectures, tutorials or labs. There is a course curriculum which states the following distribution between the three kinds of lessons during the first year Certificate educational programme:

Subject	**Lectures**	**Tutorials**	**Labs**	**Total**
Art			2	2
Applied Social Studies	2	1		3
Communications			2	2
Drama			2	2
Economics	1			1
Health Education	3			3
Information Processing			2	2
Politics	1			1
Psychology	3	1		4
Sociolgy	3			3
Total weekly hours	13	2	8	23
Total annual hours	351	54	216	621

(National Certificate in Applied Social Studies (Social Care). Submission Document, 1992, p.10)

There is a similar Course Curriculum for the second year (stage 2) and for the Diploma course. The distribution between the different kinds of lessons are thus for the Diploma Course:

Subject	Lectures	Tutorials	Labs	Total
Applied Social Studies Modules		4		4
Communications			1	1
Creative and Recreational Activities:				
Drama			2	2
Art			2	2
Health Care	2			2
Law/ethics	3			3
Psychology	3	1		4
Social Administration	2			2
Sociology	2			2
Total weekly hours	12	5	5	22
Total annual hours	252	105	105	462

(National Diploma in Applied Social Studies (Social Care). Submission Document, 1992, p.5)

Summing up the timetable concerning the theoretical contents of the education we will here briefly mention the practice. For an exhaustive description of these parts see chapter 8.

Practice in the first year = 6 weeks
" in the second year = 8 weeks
" in the third year = 12 weeks

= 26 weeks

4.2.4 Lillehammer

The "social care programme" of Lillehammer "studieplan for 3- årig vernepleierutdanning" (Welfare nursing) is partly integrated with two other programmes "studieplan for 3-årig barnevernspedagog utdanning" (Child welfare) and "studieplan for 3 - årig sosionomutdanning" (Social work). The first two mentioned curricula are the most interesting ones when comparing Lillehammer with the educational programmes between Malmö, Nijmegen and Sligo.

This integration between the three programmes, 1991, was the first one in Norway. The curricula were evaluated after the first three years and the present curricula are revised editions.

All the first year students from the three different programmes are participating in common subjects in the area of social sciences. In the second year all programmes are separated to be reunited during two themes in the third year. The themes deal with issues concerning organisation, leadership, legal rights and ethics. These common themes last four weeks each.

Vernepleierutdanning

All teaching is organized round themes of importance for the work in the field of social care. We will below give some examples on how the teaching is organized. It is stated that during the second year the teaching should put its emphasis on people with learning problems and different views on this group.

It's stated that the tuition should deal with five main themes in the "vernepleier-utdanning"; (The indication "vekttall" is used in the curricula. 1 vekttall equals 2 weeks full time study. When viewing the distribution among themes below we have translated "vekttall" into weeks.)

1. Fundamental values and principles of social care (10 weeks)
2. The individual and society in general (8 weeks)
3. Disability in a general and individual view (20 weeks)
4. Social care (24 weeks)
5. Organisation, cooperation and planning (12 weeks)

(Studieplan for 3-årig Vernepleierutdanning. p.5)

In all this is 74 weeks. It's not stated that this a fixed distribution among the five different themes. Though half of the contents through all the education should deal with the themes stated in 3. and 4. and not less than 10% in 1., 2. and 5.

The students spend roughly one third of the period of training in practical placements. The practice is split in three periods (8 + 12 + 20 weeks) during the second and third year. The student has to get to know various kind of clients but the student should spend the 20 week practice period in work sites where people with learning problems are living or activated. (More about the practice in chapter 9).

The other curriculum which is interesting from our point of view is "Barnevernspedagogutdanning" This curriculum is dealing with problems for children and youth with troublesome upbringing. The students are trained to treat these problems within or outside institutions.

It is stated that the programme should give knowledge in these learning fields:

- Social and Behavioural Science, 20 weeks
- Psychology, 20 weeks
- Pedagogics, 20 weeks
- Applied social pedagogics and practical placements, 42 weeks
- Activity, 10 weeks

(Studieplan for 3-årig Barnevernspedagogutdanning. p. 3)

As the curriculum for "Vernepleierutdanningen" this one is established, during the second and third year, round different themes;

1. Growth, development and socialization (6 weeks)
2. Methods for social pedagogy, communication and ethics (8 weeks)
3. Preventive work with children and youth, environmental work (14 weeks)
4. Casework (6 weeks)
5. Creative and recreational activities (10 weeks) In all this is 44 weeks

Two periods of practical placement, 14 weeks in the second year and 14 weeks in the third year = 28 weeks. (ibid. p 4)

First year

We will give a view of the organization of studies and the form of instruction.

The whole first year "Vernepleier", "Barnevernspedagogoger" and "Socionomer" are educated together. In the first two weeks in the autumn semester there is an introduction to the discipline and the profession. In this first week all students attend the lectures irrespectively of the direction they have chosen:

Mon	9.15 - 12	Introduktion to all beginners. (About 75 ??)
Tues	8.15 - 10	The discipline "Barnevern"
	10.15 - 12	The discipline "Socionom"
Wen	12.15 - 14	The discipline "Vernepleie"
	14.15 - 16	The profession "Barnevernspedagog"
Thur	11.15 - 13	The profession "Socionom"
	13.15 - 15	The profession "Vernepleie"
Fri		Self-instruction

("Informationshefte til studentene, pp 9 -21).

In the second week, almost all week long the students have lectures in their own direction groups. The aim of this week is for students to become acquainted to each other and to get acquainted to their future profession. In the third week the teaching starts. The tuition is organized along different themes (as above). Let's have look at the following two weeks.

Mon	09.15 - 11	Epistemology	(All students)
Tues	09.15 - 11	The growth of social science	(All students)
Wen	12.15 - 11	Social science and Health sciences	(All students)
Thur		Self-instruction	
Fri		Self-instruction	

Mon	09.15 - 12	Health sciences
	12.15 - 14	The students within the own direction are meeting
Tues	09.15 - 12	Health sciences
Wen	12.15 - 15	The growth of the welfare state
	16.15 - 18	Epistemology
Thur	11.15 - 14	The welfare state and the welfare municipalities
Fri		Self-instruction

Then this way of organizing the education is continuing all the first year. Gradually some new subjects are introduced; psychology, sociology, political science, ethics, law.

In the 14th week the students are working in groups. The students are supposed to work with matters concerning what they have been taught from lectures and literature they have read in connection to tuition.
This form of instruction goes on for two weeks. The next group work is introduced in the 27th week and this work lasts for two weeks. In these weeks there are no lectures.

In the last two weeks there are written examinations. Before these examination weeks the students have roughly a week - 10 days to prepare the exams.

Counting hours is a difficult task since there isn't stated an exact amount in each subject. Let's try to make an estimation anyway. This estimation deals only with how many hours a student spends at the college visiting lectures or tutorials. How many hours a week he/she spends in reality studying is very individual, we suppose.

When talking about hours we suppose a lesson is 45 - 50 minutes. If we count in this way the student spends 15 - 20 "hours" at lectures every week. Some weeks (about) 6 weeks out of 38 they don't join lectures. That is they spend about 550 "hours" in different kinds of tuition this first year of education. The students have met 7 teachers during this year.

In the second year the students are divided in the directions; vernepleier, barnevern and socionomer. In this examination we are only interested in the first two mentioned.

The Vernepleier second year student starts with eleven weeks of theoretical studies before entering the first practice placement. The students are 20 - 25 in each group.

The tuition is organized round different presentations of problems. During these 11 weeks two "problems" are dealt with. Let's plunge into two weeks in one of the problem areas.

Mon	9 - 13	Psychiatry. Concepts
Tues	9 - 13	Psychiatry. Treatment and service
Wen	13.15 - 17	Group work on the theme "Suffering from psychiatric illness"
Thur	9 - 13	Causes of mental retardation
Fri		Self-instruction

Mon	9 - 13	Neurology
Tues	9 - 13	Neurology
Wen	13.15 - 17	Consequences of mental retardation
Thur	9 - 13	Aphasia and speech stimulation

(Student guidelines; Vernepleie 2. klasse, pp 1 -9)

During these days the student have had tuition from 6 different teachers. The education continues in the same manner with an interruption for the practice. The first practice is 8 weeks and the second 12 weeks during this second year. During two weeks, in between the periods of practice, there are witten and oral exams.

When counting hours we find roughly the same amount as in the first year; 15 - 20 hours a week. The theoretical studies this year last 20 weeks including 2 weeks for examination. That is roughly 350 hours.

About 18 teachers have been giving lectures or tutorials to the students during this year. (During the year they have also met professionals at the practice placements guiding them).

The second year barnevernspedagog is organized likewise. They have more theory and less practice compared to the "vernepleier". They have theoretical studies for 24 weeks this year. The studies are organized round three themes. One theme is 7 - 8 weeks. One of the problem areas is named; Growth, development, learning and socialization.

Two representative weeks in this theme are organized thus:

Mon	8.15 - 12	Social-pedagogic
Tues		Self-instruction
Wen	8.15 - 12	Developmental psychology
Thur	8.15 - 12	Developmental psychology
Fri	9.15 - 15	Creative and recreational activities

Mon	8.15 - 12	Social-pedagogic
Tues		Self-instruction
Wen	8.15 - 12	Social-pedagogic
Thur	8.15 - 12	Social-pedagogic
Fri	8.15 - 12	Creative and recreational activities

(Barnevern-pedagogutdanningen, 2. studieår 1995/96, pp1 - 9)

Four different educators have been involved in these two weeks. In all this theme, 6 weeks, 6 teachers are giving lectures. The other two themes penetrated are organized in a similar way. The number of lecturers may vary depending on the character of the problem area. as in the "vernepleier" - education there are weeks for examination. A rough estimation of hours may be 385 hours (50 - minutes lectures).

The third year is organized like-wise. (Barneverns-pedagogutdanningen 3. studieår, p. 1-10 *and* På`n igjen! Undervisnings-plan og pensumliste for 3. klass vernepleie, pp1-7). This form of instruction is organized round themes relevant for the future profession.

We have earlier in our presentation stated that in the third year the students are converging from the three different directions. The students are supposed to work together with themes dealing with issues concerning organisation, leadership, legal rights and ethics. These common themes are extended for 4 weeks each. (Curriculum: "studieplan for 3-årig vernepleierutdanning", p.6, Curriculum: "studieplan for 3 - årig barnevernspedagogutdanning", p.7 and Curriculum: "studieplan for 3 - årig sosionomutdanning", p.8).

When examining the timetables we can't find these converging activities.

We find two days in the timetable for the "vernepleier" and we find three days in the timetable for the "barnevernspedagog" when they together with the "sosionom" (Social work) have a lesson called "Brukarseminar" (tutorials about clients).

In the timetable for "Vernepleier" the students have lectures for 17 weeks (practice 20 weeks, study-trips and exams 3 weeks). This is roughly 300 hours.

In the timetable for "Barnevernspedagog" we find 17 "theoretical" weeks. (Practice, examinations, study-trips, etc) This is as well 300 hours.

4.2.5 A comparison between the different timetables

In this section we will give a view of the main differences and similarities between the programmes.

Length of programme

We find a great difference between the length of the programmes, particularly between the programmes of Sligo and Nijmegen. The three year programme of Sligo comprises 99 weeks in all. The four year programme of Nijmegen comprises 168 weeks. The three year programmes of Malmö and Lillehammer comprise over 120 weeks respectively 112 weeks.

These differences will of course give some effects on the outturn when regarding the skills and knowledge of the student bodies. The Nijmegen student has in fact spent 42 % more in a learning position compared to the Sligo student, one third more than the Lillehammer and Malmö student.

Organization of the content of the educational programme

The Lillehammer and the Malmö way of organizing the content are similar. In both programmes there is a strive to give knowledge through thematic studies. This strive is more evident in the Lillehammer programme compared to the Malmö programme.

The Sligo and Nijmegen programmes are similar in their overlapping system. In these programmes you can simply get information on the exact amount of hours of each subject. This information you can't get when examining the Lillehammer and Malmö programmes.

The Malmö and Lillehammer way of organizing studies is the normal "university model". In Ireland and in the Netherlands there are distinct differences between the college system and the university system. The way they organize programmes in Sligo and Nijmegen is analogue to the structure in the upper secondary schools in Sweden and Norway.

We think the Swedish and Norwegian study oraganizations are due to the fact that the colleges want to be university like, because the universities are considered to be "superior".

Social and Behavioural Sciences

We find these subjects in all the programmes. They seem to be the basic subjects in all programmes. As stated above you can't easily identify the exact amount of hours or weeks in all the programmes.

In the programmes of Sligo and Nijmegen we can identify these subjects to 25% of the two programmes (Nijmegen 27% the first year and then 21% in the second to the fourth year).

In Malmö these subjects are possible to identify to 12% of all the programme, but as in Lillehammer the organization of studies are thematic and therefore it is difficult to estimate the amount more exactly.

Health education/medical care

Regarding this subject, which you find to a small extent in some of the programmes, you find some differences. We find this subject in the timetables of Sligo, Nijmegen and in one of the directions of the Lillehammer programme, the "Vernepleier utdanning". In Lillehammer it is expressly articulated in the practice parts of the Vernepleierutdanning.

In the programme of Malmö we can't hardly find it The Malmö approach is due to an expressed strive to limit the profession of social care towards the profession of care.

Creative and recreational activities.

This subject we find to a large extent in the programme of Nijmegen. The first year it is 32% of all subjects and in the second to fourth year it is 21%. These figures refer to the theoretical parts of the programme. To these figures you have to add the practice parts which to a great extent are devoted to creative activities.

In the programme of Sligo we find creative and recreational activities in 11% out of the programme.

In Lillehammer we find some contradictions. In the direction towards "vernepleier" in Lillehammer we find that 10 weeks - 8% should be devoted to this subject. When we examine the curricula for "Barneverns-pedogoger" we can't find this subject in the curriculum, but in the timetables we find some lessons named "Creative and recreational activities".

In the programme of Malmö this subject doesn't exist at all. This is a striking difference between the programmes. We know that the previous programme (the present programme is partly built on that), which ceased to exist in 1982, contained recreational and creative activities. We may probably find the answer to this question in the history and traditions of the programme in Malmö. One elucidation could be the strive for these college programmes to be somewhat more university like.

Ethics

In the programmes of Sligo and Nijmegen we find this subject. In Malmö it is existing only in an optional course and Lillehammer we can't find it. We suppose that these parts might be integrated into the different themes of the latter programmes.

Other distinctions of importance

The structures of the programmes are different. The programme of Sligo is different to the others in one sense; the programme is comprehensive and linear, i.e. all students are learning the same subjects.

In Lillehammer you find two different directions (three if we count the direction towards social work). Even if there is a strive to integrate the directions there are marked differences between them.

In Malmö the difference between the two directions is very sharp. The students choose two different paths; client orientation or staff orientation. The programme of Malmö is original in another sense as well; the great extent of optional courses. The students have the opportunity to choose the courses most interesting to themselves and thereby get hold of his/her own profile. You will not find the possibility to that extent in any of the other programmes.

Nijmegen is unique since there is a consistent concept through all the education. That is the Ludic Theory with all the different creative activities. There is a profound theoretical connection through the subject Philosophy.

The programme of Nijmegen gives the student the opportunity to choose one of the three directions in the programme; Youth work, Residential work or Activity guidance. The three directions seem to be rather connected to each other.

In Nijmegen there are some individual remedial subjects which are not represented in the other programmes, such as Language training (English), writing and speech.

The summary above gives a view of the most important and apparent differences. Of course there are more similarities and differences if you look upon all the different parts in detail.

5 ANALYSIS OF THE CURRICULA

5.1 Analysis of the curriculum of Hogeschool Nijmegen. Sociaal Pedagogische Hulpverlening

In the Netherlands there are several colleges that contain programmes in Social Care. Hogeschool Nijmegen is one of the three colleges in the Netherlands, that in their programmes for Social Care are characterized by their emphasis on the use of creative, artistic subjects and techniques in the education. This means that the creative field is a part of the whole education, but also a means, learnt by the students, in the care work itself. The theoretical foundation for this is laid down in the so called Ludic Theory.

The programme for social pedagogues in Hogeschool Nijmegen is a four year education, three years of theoretical subjects including practice modules and one year designated totally to practice.

In brochures for the respective years of the education the general goals of the programme are stated. The starting point is that the education should prepare students to create activities designed to make people overcome difficulties in their lives and development, "...als een ontwikkelingsmodel waarbinnen mensen geholpen worden stagnaties te overwinnen..." (SPH Studiegids Propedeuse 1994-1995, p.4).

This is a prospective attitude (Ap) in the Guzzetta terminology, since the focus in essence is on the future, not relying on methods, clearly with the clients as the point of reference.

On the indicator Mode we think that in the following quotation you can see a definite attitude of change, an aim at creating close links between knowledge and skills in work with client groups, encouraging the students to be prepared to influence their future work situations; the influence should go both ways: education <-> professional work, as expressed in the Doelstellingen:

> "De opleiding is er op gericht beroepsbeoroefenaars af te leveren die hebben geleerd te experomenteren met niet eerder beroepsmatig toegepaste activiteiten in situaties warin dat niet eerder is gebeurd: zij streeft ernaar werkers op te leiden die een bijdrage kunnen leveren aan de ontwikkeling van het beroep." (ibid. p. 4)

Further, the needs and development of the clients are being stressed in the curriculum, as mentioned above an indication of a prospective attitude, "...dat het steeds gaat om mensen die problemen ondervinden in hun ontwikkeling en/of zelfstandig functioneren..." (ibid. p 4).

No particular group of people (client group) is mentioned here, a comprehensive scope (Sc).

The general aims for the education as far as the clients are concerned are summed up by a simple "formula": "...zinvol samenleven, een zinvolle dagbesteding..." (ibid. p 4). All skills being taught aim at methodic actions to meet the needs of the clients, according to the Guzzetta scheme a prospective attitude (Ap), a comprehensive scope (Sc) and a dynamic mode (Md).

In the curriculum there are four different units of subjects (onderwijsenheden).

Theory and Methods

Under this heading the aim is to show how different creative methods are used in a pedagogical context or for a pedagogical purpose and for the student to accomplish the skills to initiate, choose, analyse, plan and use creative activities.

The aim for Theory and Methods is to openmindedly though well planned put creative methods into practice in a treatment context, based on clients' needs, analysed in the Guzzetta scheme as showing a prospective attitude (Ap) and a dynamic mode (Md).

Theory and Methods is considered the key subject in the programme. In this subject the foundation is *ludic pedagogical action.* It is the key feature of this programme to make use of creative methods, through a critical understanding of the methods, in a well-defined social pedagogical context.

A starting point is a general view of the pedagogical process (motivation, analysis, the formulation of goals, plan for action, application, evaluation). The teaching is planned and carried out in connection with the main creative subject of the student group. The bulk of the teaching in the subject in the fourth year is the application of theoretical concerns on methods.

Creative subjects

The creative subjects are: Music, Drama, Dance and Movement, Art and

Crafts, Sports and Play and Audio-Visuals.

Students are taught all the six subjects for the first year, after which they specialize in one field, keeping all the others, to a smaller extent, though. This is a mixture between the comprehensive and particular scope (Sc, Sp). It is also a combination of a survey and a profound kind of penetration (Ps, Pp).

The common basis for the creative subjects is that, after a broad introduction, the training should emphasize the application of the techniques in social pedagogical contexts. This is a prospective attitude (Ap) and a dynamic mode (Md) in Guzzetta's scheme.

Most individual subjects are taught with the ambition to give students an overall picture af the subject's content, a survey penetration (Ps). The starting pont is the subject and the aim is what you can do by means of a particular feature of the subject, such as a technique, the approach vis-à-vis the subject is a very open one, a comprehensive scope (Sc).

> "Het ontwikkelen van een meervoudige spelbekwaamheid; het onder verschillende omstandigheden met verschillende doelen kunnen spelen, plannen, begleiden en evalueren van verschillende spel-, sport- en bewegingsvormen" (Studiegids SPH Tweede jaar voltijd 1994-1995, p 29).
>
> "de student beschikt over een basisrepertoire aan muzikale activiteiten en kan die vertalen naar verschillende doelgroepen" (ibid. p.30).

When it comes to the application part of the teaching, presumably not too late after the introductory phase, the approach is what Guzzetta would label an exemplar penetration (Pe), as is revealed in this quotation from the plan for Drama, where it is stated under the headline "Toepassingen van drama in de praktijk":

> "het werken met een aantal spelvormen gericht op de toepassingsmogelijkheden van drama als middel tot, in verschillende werksoorten en met verschillende doelgroepen." (Studiegids Propedeuse SPH voltijd, 1994-1995, p 21).

Social and Behavioural Sciences

All "relevant" parts of this academic field are brought into the programme to make the students well pepared to form their own praxis theories.

> "Daarbij gaat het er steeds om dat de student de vaardigheit ontwikkelt om wetenschappelijke kennis te benutten voor het opbouwen van een eigen praktijktheorie" (ibid. p.8).

Here the emphasis is on theory as a basis for the development and construction of action strategies, a prospective attitude (Ap) and a dynamic mode (Md).

In the first year the subjects are: Education, Law, Psychology, Ludiek Theory, Economics, Sociology and Philosophy. In the second year are added: Organisation and Leadership and Psychopathology. For the three strands there are courses especially designed for the strand.

For students in Activity Guidance the content of the special course in Psychology is assigned need and motivational based apects of leisure time activities. The course in Education has as its most important themes "experience based learning and fundamentals of good activities".

For Residential Work the Psychology course contains Systems Theory, Emotional Therapy, Generation-based encounters and aspects of the cooperation between work group and residential group.

The psychology course for students attending the Youth Work strand centres around Developmental Psychology. The course in Education deals with different schools of Education (Phenomenology, Anti-education, Learning Theory and Humanistic Education).

There is for every strand a special course designed for the strand in Philosophy, a course that has as its goal to give the students a feeling for the appearance of ethical dilemmas in work.

In the fourth year the subjects are: Law, Management, Research Methods, Ludiek Theory (aspects of play, like its role in the forming of the culture, the renewal of the culture and its creative attribute) and Ethics. Ethical problems are dealt with in this manner: a. what are the views on this particular matter in society?, b. what is the teacher's view? and
c. what is the student's view? This is an example from the programme that shows an exemplar approach on the Penetration indicator (Pe)

The fourth year is preceded by a whole year of practice in the field and it is interesting to see the way in which the experineces of the students are introduced in the teaching of the theoretical subjects in the fourth year. If we, for example, look at the plan for Management it is stressed that the teaching should take students' experiences as the starting point. On the basis of these experiences there should be discussions on items like leadership style, forms of decision-making, conflict solution and conferences on team level.

The point of reference here is, as we a see it, the students' relatively unprejudiced (i.e. free from the 'what ought to be done's and the 'how do the pros do it's) experiences and, likewise unprejudiced, propostitions and reflections on these matters. We feel that this way of directing the training reveals a prospective attitude (Ap) in the Guzzetta terminology.

5.2 Analysis of the curriculum of Vårdhögskolan i Malmö. Institutionen för Social Omsorg

We start with an analysis of the document guiding the programme on the general level, "Utbildningsplan för social omsorgsexamen".

The Utbildningsplan contains general aims for the training, a review of the subjects compiling the course and an overall description of the subjects.

General aims for the education

It is stated that the programme should be built on current research in social care and the current social work carried out by professionals in the field. "Utbildningsprogrammet utgår från det sociala omsorgsarbetets praxis och den forskning som utvecklats...." (Utbildningsplan. Social omsorgsexamen, 120 p., p.1)

On the indicator Attitude in the Guzzetta scheme we mean that this is a retrospective attitude (Ar), the starting point here being an evaluation of existing social work, its methods and praxis. As is written by Guzzetta: "Learning the lessons of past experiences in order to be effective in addressing present and future problems" (Guzzetta, 1984, p.47)

On the indicator Scope we think that the above qouted line from the Utbildningsplan also contains a direction at a wide spectre of methods and thus a direction towards a comprehensive scope (Sc).

When we turn to Mode we find that he quoted sentence expresses what Guzzetta describes as a static mode (Ms), i.e. the analysis of social work is in focus.

Further down it is stated that integration is a crucial point, integration between courses as well as integration between theory and practice, "...en integration mellan kurserna (skall ske) samt mellan praktiska och teoretiska inslag..." (ibid. p.1)

This is another example of a retrospective attitude (Ar) since this expresses an ambition to connect theory and practice, though the retrospective attitude in this particular part of the document is not so pronounced as earlier in the same document where the aim of the programme is for the student to develop a professional role, by this meaning to form that role in correspondence with the professional, existing model.

There is a ready-to-wear professional role and in the training the student should internalise this role.

Courses

The different subjects can be divided into core subjects - Social Care, Handicap, Management, Social Pedagogic Work, and remedial subjects - Psychology, Sociology, Research Methods, Social Politics and Evaluation. The Utbildningsplan describes on a general level the goals for the training.

The goals and the content of the subjects describe in a more concrete way the different aims.

What is the meaning of a dynamic mode? Must a praxis-oriented training not always have the existing social work as its starting point? In our view Guzzetta means by a static mode that the curriculum stresses analysis. When you look at social problems trying to analyse them you face something that social workers have been facing. The questions you focus are: What models would be appropriate?, Which method is the most effective? How have these problems been solved traditionally? How would a professional social worker have acted when trying to solve this case? (Guzzetta 1984)

The dynamic mode is a mode that could be characterised by an attitude of change and where the emphasis is on synthesising. The questions in the fore here are: What are the client's needs?, Which attitude should you take vis-à-vis the client?, Which steps would be appropriate to take towards or together with the client?

In the first case, the static mode, the social worker is in focus, in the other, the dynamic mode, the client is in focus.

Social Care

The aim is expressed in sentences starting with "...that the student should acquire knowledge in" followed by

- the content, conditions and development of Social Care
- Management in Social Care
- Group Psychology, theories and applications
- Ethics, esp. applicated on Social Care (Kursplan. Social omsorgsexamen, 120 poäng med inriktning mot äldre, funktionshindrade och utvecklingsstörda. Kurs 1, Social omsorg)

The student should be able to describe and understand the most important features of the professionals' roles in Social Care "...kunna beskriva och förstå det som utmärker yrkesrollerna inom socialt omsorgsarbete". (ibid. p.1)

On the indicator Mode we find that a static mode (Ms) is expressed here as analysis, esp. analysis of the social work is emphasized. There are, though, examples of a dynamic mode (Md) in some paragraphs, such as when the conditions of life for client groups are pointed out as important things to study: "levnadsvillkor för äldre, handikappade och utvecklingsstörda" (ibid.p.1)

Social and Behavioural Sciences

The aims are expressed in a manner similar to that of course 1. This course contains three elements; Psychology, Sociology and Social Poilitics.

In this course the emphasis is not on the professional care worker's role, but on theories of human behaviour to be applicated on clients as well as on professionals:

> "kunna analysera situationer och handlingsvägar inom socialt omsorgsarbete utifrån olika psykologiska teorier" (Kursplan. Social omsorgsexamen, 120 poäng med inriktning mot äldre, funktionshindrade och utvecklingsstörda. Kurs 2, Samhälls- och beteendevetenskap, p.2).

An indicator in the Guzzetta scheme is penetration and on this indicator the outline of course 2 shows that the ambition is to give a rather comprehensive picture of modern Psychology and Sociology, a survey penetration (Ps).

Theories and methods for social pedagogical treatment with children and youth

This course has three sections. The first section is designed to give a survey of the conditions of life for young people, to be analysed in a sociological, psychological and legal context. In the second section are introduced aspects of social law and aspects of treatment schemes on the conditions of life for young people. The third section contains descriptions of the life conditions of specific groups of children and youth in special need, with themes such as children and youth in drug abuse environments, and mentally ill children.

In most cases the content of each theme is described, i.e. information about the group and different aspects of the living conditions of the group, followed by information about methods, as in "Tema Barn och ungdomar i missbruksmiljöer"

> "Temat beskriver innebörden av att växa upp med föräldrar som missbrukar droger. Relevanta metoder att arbeta med familjer och barn/ungdomar beskrivs och prövas." (Kursplan. Social omsorgsexamen, 120 poäng med inriktning mot socialpedagogiskt behandlingsarbete. Kurs 3. Teorier och metoder för socialpedagogiskt behandlingsarbete med barn och ungdomar, p.1)

Methods are described and evaluated ("beskrivs och prövas") which is a retrospective attitude (Ar), even more displayed in the description of the theme on children and youth with psychiatrical problems:

> "Temat tar sin utgångspunkt i det arbete som bedrivs vid de barnpsykiatriska klinikerna. De psykiatriska begreppen diskuteras utifrån deras relevans för förklaring, förståelse och handling i det socialpedagogiska arbetet. De barnpsykiatriska, med särskild tonvikt på de kreativa, arbetsmetoderna belyses." (ibid. p.2)

The mode of this plan is predominantly static (Ms) as its objectives are mostly concerning the collection of information rather than treatment (it must be pointed out that it is hard to judge this indicator from the objectives - they don't say anything about the extent to which the different objectives are met in the course). Some treatment aspects are touched upon, rather much directed to an analysis of action per se "- förmåga att integrera teoretiska kunskaper med metodisk färdighet - den empatiska förmågan i behandlarrollen" (ibid. p.1), though, in one objective the action vis-à-vis clients is in focus "- förmåga att analysera egna attityder och värderingar till det aktuella kunskapsområdet" (ibid. p.1). This is, in the Guzzetta terms, a dynamic mode (Md).

When we look at the scope of this plan it starts on the general level, "kunskap om barns och ungdomars livsvillkor och kultur" (ibid p.1), working its way down to the different environments of young people with special needs, "kunskaper om de aspekter av barns och ungdomars livsvillkor som utgörs av missbruksmiljöer, fysisk och psykisk utsatthet samt möten mellan olika kulturer" (ibid p.1), a comprehensive scope (Sc).

As is pointed out above this plan has three sections, a sociologically and psychologically based description of young people, legal aspects on children and youth and, thirdly descriptions of the environments of young people with special needs, studies organised in themes ("tematiserad"). This is rather much like an exemplar penetration, but when we look more deeply into the themes and also after summing up the themes, together they form a picture to cover most of the Swedish work field in the care for this client group, thus a survey penetration (Ps).

In all three sections, the first two covering the legal, sociological and psychological aspects, as well as the third section covering groups of children with special needs, the construction of the plan is thematic (Cth).

Theories and methods for social pedagogical treatment with adults

This course covers the following sections:

- the daily life of adults
- criminality
- drug abuse
- communication.
- sexology

In the presentation of the course *communcation* is given a central position:

> "Kursen inleds och avslutas med moment som belyser, dåväl teoretiskt som praktiskt, kommunikationenns betydelse för vuxenlivet, dess problemsituationer och förändringsstrategier." (Kursplan. Social omsorgsexamen, 120 poäng med inriktning mot socialpedagogiskt behandlingsarbete. Kurs 4. Teorier och metoder för socialpedagogiskt behandlingsarbete med vuxna, p.1).

At least three books in the bibliography (ibid. p.4), Bandler, Grinder, Satir, *Att förändras tillsammans*, Furman, Ahola, *Lösningssnack* and Tomm, *Systemisk intervjumetodik - En utveckling av det terapeutiska samtalet* are written in the same tradition in CommunicationsTheory. These two observations lead us to considering the construction of this course to be in the Guzzetta terminology of the holistic type (Ch).

If we look at the different sections of this course, The daily life of adults, containing the subheadings Daily life and crises and Working life, two rather wide and vaguely defined areas, Communication and Sexology are different from the other two, Criminality and Drug abuse. These latter sections comprise descriptions (of criminality and drug abuse), theories in the two fields and references to social pedagogical treatment. The study of social pedagogical treatment is described; "kriminalitet och socialpedagogiskt behandlingsarbete" and "socialpedagogiska handlings- och behandlingsstrategier i arbetet med missbrukare", respectively (ibid. p.2). The attitude is characterized by action planning, a prospective attitude (Ap). The mode of the plan leans on the dynamic quality (Md), especially when you consider the stress on the communications theories.

Social pedagogical work with adults is in this plan to be seen more or less as work in the fields of criminality and drug abuse, which areas are treated rather thoroughly:

> "Missbruk: synen på missbruk i olika kulturer, beskrivning av droger och deras verkningar, teorier om missbrukets orsaker, olika kategorier av missbrukare, socialpedagogiska handlings- och behandlingsstrategier i arbetet med missbrukare, det sociala nätverkets betydelse för missbruksrehabilitering, droger och sexualitet" (ibid p. 2)
>
> "Kriminalitet: teorier om avvikande beteende, kriminologiska teorier, drogrelaterad brottslighet, manlig och kvinnlig kriminalitet, kriminalitet och socialpedagogiskt behandlingsarbete." (ibid p. 2)

This strategy for the penetration of the content is called exemplar (Pe) by Guzzetta and if we look at from the viewpoint of scope it starts on a general level, thus deductive in nature, i.e. a comprehensive scope (Sc).

Care work with the elderly, the handicapped and people with learning problems

This course is designed to give students a preparation for work with the main target groups for care work. The objectives part of the plan for this course consists of a list of items for students to learn. The items are of essentially of the following kind: general knowledge of the target groups, the concept handicap and values attached to it, applicable laws and different kinds of methods in care work with these groups. In addition to that there are two objectives, one about the students' attitudes to the target groups and one about the development of empathy in students.

The attitude of the plan is retrospective (Ar) since the forms of action considered are the existing methods in the field:

> "stödformer inom handikappområdet, speciellt avseende personkretsen för Lagen om särskilt stöd och service (LSS)" --- "metodiskt arbete inom verksamheter för utvecklingsstörda och andra funktionshindrade"---"stöd- och verksamhetsformer inom äldreomsorgen och inom verksamheter för funktionshindrade" (Kursplan. Social omsorgsexamen, 120 poäng med inriktning mot äldre, funktionshindrade och utvecklingsstörda. Kurs 3. Socialt omsorgsarbete med äldre, funktionshindrade och utvecklingsstörda, 20 poäng, p.1).

Aspects of direct action are rare. Under the heading Content there is one item on the training in identifying the needs of clients, but apart from that the plan has a vast numbers of objectives that centre on knowledge, knowledge of the target groups, legal aspects, care work methods and the causes of different handicaps, and this makes the plan's mode, in the Guzzetta terminology, a static one (Ms).

Further, the plan starts with the concept handicap and works its way through the field, via causes of handicap, laws and methods to the students' attitudes to client groups - a comprehensive scope (Sc).

A look at the subheading Gerontology and Geriatrics shows a wide coverage of different aspects of the care for the elderly:

> "- Åldrande som begrepp i ett historiskt, sociologiskt och kulturellt perspektiv.
> - Individens normala åldrandeprocess ur biologisk, psykologisk och social synvinkel.
> - Olika sjukdomstillstånd och deras konsekvenser. Särskild vikt fästes vid demnestillstånd.
> - Mötet med äldre männsikor med olika kulturbakgrund.
> - Äldres sociala nätverk.
> - Träning i att identifiera behov av individuellt inriktat stöd och service: biståndsbedömning, behoc av hjälpmedel, rehabilitering och miljöanpassning.
> - Kristeorier, vård och omsorg i livets slutskede.
> - Förhållningssätt och etiska aspekter i omsorgsarbetet." (ibid p.1)

There is a similar coverage of the other main area, the care for people with learning problems. The penetration of the content is of a survey kind (Ps).

When it comes to the construction of this plan we can see that it is built around different themes; legal matters, background information on the target groups, care workers' and students' values, methods and theoretical aspects - a thematic construction (Cth).

5.3 Analysis of the Curriculum of Sligo Regional Technical College. National Certificate in Applied Social Studies. National Diploma in Applied Social Studies (Social Care).

Each programme consists of a two years study period and admission to the Diploma course are given to students with a Certificate in Applied Social Studies.

5.3.1 Certificate

The general aims and objectives are stated in the first pages of the plan. In the first paragraph it is stated that

> "The primary aim of this course is to provide the student with the education and training which will enable him/her to work successfully in the Social Service area both in the community and residential settings at national and international levels". (National Certificate in Applied Social Studies. (Social Care). Submission Document 1992. p 6)

The ambition is to prepare students for work in a wide variety of workplaces, even abroad. This corresponds to the comprehensive scope (Sc).

Further down is stated the will to "provide a basis for career development which will allow the student to adapt successfully to work environments in a satisfying and meaningful way" (ibid. p.6) and, still further down, "To respond to the growth within the community service sector occasioned by the changing nature of Society". (ibid. p.6)

In trying to analyse this, with the help of the Guzzetta scheme, we find that, although referring to the changing society, the centre of consideration is the change in the work field and the notion that the student is to be prepared to adapt him/herself to that, not to change per se. (Ap), (Ms).

When the objectives are stated personal growth and competence are stressed. The content of the training is aimed at presenting a relatively broad spectre of methods and subjects (Ps) and in one paragraph it is said that the structure of the certificate course should "allow for further study at Diploma/Degree level and/or pursue a more specialized career in a related field" (ibid. p.6).

Thus the certificate course has a wide, elementary property (Ps) more specialized training to take place in further trainings on the Diploma level.

In the following two sections the content of different subjects in stages 1 and 2 (= year 1 and 2) are outlined.

Courses

We will now examine the aims and content of some of the subjects.

Applied Social Studies

In an introductory note the aim to "integrate theory and practice" (ibid. p 14) is stated and underlined: "...the students' placements as an integral part of the course." (ibid. p 14). This aim we consider to be an example of a retrospective attitude (Ar), but in the section where the objectives of the course are presented the vantage point is the needs and rights of individuals and groups, "particularly those who are deprived or handicapped in our society" (ibid. p.14), this being, in Guzzetta's sense, a prospective attitude (Ap). In the description of the content the stress is, again, on the client groups: "Identify vulnerable groups. Categorisation of needs and rights for each group. Ways in which these needs are met or could be met". (ibid. p.14)

The scope is comprehensive (Sc) and the construction linear (Cl), stressing the understanding of the life cycle. Penetration of the subject is presented in this part of the stated objectives of a survey kind (Ps) also when the aim "Develop an understanding of different social service provisions and agency function" is concerned. Many different kinds of social service provisions are presented in the description of the content of the course, from residential care to preventive and conciliatory work.

The titles presented in the Bibliography (ibid.p.16) are covering different themes, like Residential work, Marital breakdown and the Family, in Guzzetta's terminology a thematic construction (Cth).

Creative and recreational activitites

The aim of these studies are to develop "the students understanding and appreciation of the various uses of Art, Crafts and Drama in working with a variety of Client Groups.." (ibid. p.24)

The client groups mentioned in the text are people of different age and, especially mentioned are delinquents, the handicapped and the psychiatrically ill. This is, in Guzzetta's terminology, a comprehensive scope (Sc) and a survey penetration (Ps).

The objectives stated are a basic understanding of techniques and materials, and to make the student understand the reciprocal nature of development, client development and personal development when using different art forms. The concept of creativity is focal. As we understand it the mode of teaching these subjects are of a dynamic character (Md) and the attitude a prospective one (Ap), as the key point is the process of relation between client and social worker. No fixed applications are put into consideration, rather a concentration on the needs of clients of different kinds and stages. The construction is linear (Cl) as described under the heading The Role of Creativity in the Arts.

> "Identify the main characteristic traits within creativity. Explaining and describing the various stages within the creative process. Identifying the various stages of creative development in different age groups e.g. the child, pre-adolescent, adult and the elderly." (ibid. p. 25).

The stress is on using art activities as means of communication, and to stimulate these skills in contacts with client groups: "Recognise and use sensory, tactile, observational and imaginative stimuli in working with client groups" (ibid. p.25).

The bibliography centres on creativity, as in titles like Berger, *Ways of Seeing* and Lowenfeld, *Creative and Mental Growth*. (ibid. p.26)

Drama

There are five objectives in the plan for *Drama*, four of which are connected to the personal growth of the student, ranging from the development of social awareness, improvement of listening skills and appreciation of music and literature to organising and administering drama programmes with selected client groups. (ibid p.27). We find this approach to be a dynamic one (Md), i.e. the most important aspect is to thoroughly prepare students for acting with sensitivity and general dramatic skills in situations with different client groups.

We find it harder, though, to capture the Attitude in Guzzetta's terms. In Course Content are listed, in detail, a vast number of aspects on drama and the use of drama, under the sub-headings: Concentration of the Whole

Person, Movement and the use of sound, Imagination, Speaking/Characterization, Playmaking and Playbuilding and Social Drama.

Recommended texts in the bibliography are books mainly of two kinds, one books on drama as a means of communication with different client groups, the other books about teaching drama per se.

There seems to be a lot of books of a kind that could be used in a very straight forward manner e.g.*100 + Ideas for Drama* and*Gamesters Handbook* but also books on a more theoretical and reflective level: *Dramatic Imagination* and *Drama and the Whole Curriculum.*

This is partly a look ahead, partly a glance backwards on how people used to do it when they used drama in their social work, and thus both a dynamic and a static mode (Ms, Md).

Penetration is exemplar (Pe): "to organise and adminster drama programmes with selected client groups" (ibid. p. 27)

Psychology

In the first year the emphasis of the course content is on developmental psychology, based on Freudian and Neofreudian psychology. In the second year are introduced Intelligence, Creativity, Abnormal Psychology and Social Psychology.

The objectives stated are first to "familiarise students with the science of Psychology" (ibid. p 39) and further to look at applications of psychology and "to examine specific ideas as applied to the work situation" (ibid. p. 62).

There is also an objective stated "to develop the students awareness of personal growth and development".(ibid. p.62)

The emphasis is to teach psychology in a broad sense, to present to them different segments of psychology and to prepare students to use their knowledge in psychology, reflecting on themselves as well as on different work situations.

The attitude, in Guzzetta's terms, is mainly retrospective (Ar) and Penetration is survey (Ps), although the basic theory used is the Freudian or Neofreudian, with some reference also to Learning theory.

5.3.2 Diploma

The aims stated in the first paragraphs of the Diploma curriculum are nearly exactly the same as in the Certificate curriculum. There is a use of the world *professional* that might constitute a slight difference between the two. Where the certificate programme should "...provide a basis for career development..." the way of expressing this matter in the Diploma curriculum is "To provide the student with the education and professional training..." (National Diploma in Applied Social Studies. (Social Care). Submission Document 1992. p.3)

In the Certificate curriculum the over all aim is to make the student theoretically and professionally prepared to *adapt* to work environments. In the Diploma curriculum is written in a corresponding paragraph: "To equip the student with the skills to anable him/her to take up a position as a professional careworker..." (ibid. p.3).

Courses

We will examine the aims and content of some of the subjects.

Applied Social Studies

In the introduction the goals for the studies in this subject are being laid out and the fundamental objective is to integrate theory and practical work in the specialised areas of work with children, adolescents and the elderly. In the Certificate curriculum the word *theory* is used, in the Diploma curriculum the term chosen is *sound principles.* Further down in the introduction it is said that a "professional and constructively critical approach will be encouraged..." (ibid. p.8)

A crucial point in the Guzzetta scheme is whether the programme is designed to look at problems and look for principles behind and steps to take in a solution of the problem or designed to scrutinize methods used in Social Care, in Guzzetta's terms, a prospective or retrospective attitude, respectively.

When we look at the way of expressing the objectives behind the programmes of the Certificate and Diploma levels we feel that whereas the students in the Certificate courses will be taught integration of theory and practice, a retrospective attitude (Ar), the students on the higher level will be engaged in discussions on the integration of *sound principles* of care and social care work, this giving more room for the individual student to lay down her/his meaning, not so much looking at how this integrational activity has been carried out in the practical social care work, i.e. a more prospective attitude (Ap).

In the list of more specific objectives, though, the prospective attitude is not that clear. Students should use their skills professionally in the courses. They should after the course "Understand forms of prevention, intervention and rehabilitation in given situations relevant to case work for children, youth and elderly". (ibid. p.8)

This could mean that they should lean upon the ways social care work has been carried out in the past, not so much look ahead. It is hard to analyse the meaning here and we might be exaggerating a little but we consider the latent meaning to be an attitude of both retro- and prospective kind, i.e. there seems to be a will to look ahead on a problem, a client situation, not being biased by "how people usually treat these matters", but also a will to gain from the understanding of difficult situations that is there in theories of intervention and the like or as a result of actual social care work.

It should be noted, though, that it is written in the section "Methods of Implementing programme" that there will be an "active participation of qualified Child Care, Youth and Community Workers as well as Care Workers with the Elderly." (ibid. p.9)

From what we understand this might mean that the focus will be on methods used, not on how to develop a method when before a problem, thus that the attitude is more retrospective.

In the course content we find a quite broad spectre being covered, in the different sections The Family, Young People, Delinquency, Physically and mentally handicapped people and The Elderly, thus a penetration of the survey kind (Ps) and a linear construction (Cl) (from young to old). The Scope is comprehensive (Sc) since most of relevant client groups are covered.

We noted above that, in the plan for the Certificate level, there is a slight tendency of a mode that Guzzetta calls dynamic (Md), in so far that the stress is on personal preparation for social care work. On the Diploma level there are examples of relatively "open" objectives, such as "Working with young people", but also objectives oriented to analysis of situations and intervention methods, e.g. in the following quotations: " Prevention of delinquency: possible models and methods" (ibid. p.9) and "Treatment/ Rehabilitation options including intervention techniques" (ibid. p.9), in Guzzetta's terminology the curriculum displaying a static mode (Ms).

The titles in the bibliography cover different aspects of the work in social care as well as different client groups. We find this to be a thematic construction (Ct).

In this subject there is a module of work placement. In the section in which the aims and objectives for the work placement are listed the most important thing is for the training to make the student use her/his theoretical knowledge and to "allow the student to observe and experience a variety of staff relationships and working situations" (ibid. p.9). All should be aimed at fostering confidence and to "build up expertise" in the student when dealing with the different client groups. It is difficult to conclude from the curriculum which kind of mode and attitude that these paragaphs display.

To sum up we think that the salient configuration of the expressed aims and objectives in Applied Social Studies is a training that is very much in-line with the working field with an ambition to develop the theoretical and methodic parts of the training in close cooperation with the field. When we use Guzzetta's terminology to analyse this part of the curriculum we find that the attitude is shifting towards the retrospective (Ar) side and the mode to the static (Ms) one.

Psychology

In Psychology one of the modules is Counselling. Counselling is looked on from many perspectives; its historical development, theories on counselling, an outline of the roles and role development in counselling, etc.

As to the theoretical basis, there is a reference to Maslow and his theory of self-actualisation, that making it in Guzzetta's terminology a profound penetration (Pp). When it comes to learning to master counselling it is mentioned in one paragraph that the counsellor needs to use "a variety of approaches and responses" (ibid. p.37). This particular paragraph and other sections of the syllabus for Psychology show that the attitude is prospective (Ap), directed towards action, not evaluation.

5.4 Analysis of the curriculum of Høgskolen i Lillehammer. Avdeling for pedagogikk og samfunnsfag.

The various courses at Lillehammer College have certain distinctive features. In all subjects, in all of the curricula there should be an emphasis on
- Highlighting problems. By this is meant that the study programmes in the different subjects should take a "problem" as the starting point.
- Interdisciplinary
- Group work
- Higher than average ratio tutor - student.

Since 1991 in Lillehammemer the three programmes in the social sector work under the same framework: Vernepleier, Barnevernspedagog and Sosionom. These three programmes share the primary goals that should guide the training.

The goals are:

A. To look at social problems in its totality, a comprehensive view on social problems.

This goal should guide the work against sectorisation and fragmentation. The form of the education, the methods used should convey this perspective.

B. To take the position of the client as the starting point for the analysis of social problems.

The reason behind this goal is as follows: The perspective is an important basis for the analysis of a situation. If the official perspective is predominating this would mean a perspective characterised as "from top to bottom", whereas taking the client's perspective as the starting point would be the reverse. The students should be given the opportunity to "oppøve foståelse for og solidaritet med enkeltmennesker og grupper som er i vanskelige livssituasjoner" (Studieplan for 3-årig Vernepleierutdanning. Høgskolen i Lillehammer. Avdeling for Pedagogikk och Samfunnsfag. p.2)

The direct relation between the client and the professional worker is the the most important common element for the three programmes. It is stressed in the introduction of the curriculum that the ability to analyse the professional's role in contacts with clients is of fundamental importance in health and social care.To improve this ability the training has a twofold objective; ethical knowledge and personal development.

C. To concentrate on prevention.

Prevention is a key concept in health care and social care and thus a focal perspective in the programmes. (ibid. p.3)

5.4.1 Vernepleier

At the outset of the curriculum for Vernepleier there is a paragraph on the description of a shift in the look upon social care as well as upon the training for vernepleier, a shift that depicts the concetration on the common features of different sectors in socal care rather than on the client groups (in this case people with learning disabilties). In a brochure (Vernepleirerutdanning - et godt alternativ. Information document) this shift in focus is pointed out through a list of existing work places for people with a Vernepleier exam: Child Psychiatry, Psychiatry, Community Work, Care for alcohol abusers, Kindergartens, Schools and Old Age Care.

Here you can see that there is a will to cover a wide range of situations and client groups in social care and, at the same time, to express the assignment vis-à-vis the "original" client group, people with learning disabilities: "De vill der ha et særlig ansvar for å bidra til å utvikle et nyansert spekter av tilbud til psykisk utviklingshemmede og andre funksjonshemmede" (ibid. p.5).

This way of expressing the goals covers both aspects of the dimension called Scope in Guzzetta's scheme, i.e. particular - comprehensive. We will have to look at the goals on lower levels to be able to capture the actual tendency.

In "Mål og rammer for vernepleierutdanningen" (Studieplan for 3 - årig Vernepleierutdanning, p.5) it is stated that most of the vernepleier will be employed by public organisations and that their work will be carried out in cooperation with other professionals in different sectors of social and health care. There is a need for the vernepleier to be familiar with the different political and administrative aspects of health and social care. The training should prepare the student to cooperate with different professional groups, with client organisations, families and other parties involved. The training is aimed at giving the student a proper basis for the analysis of the client group's situation in its totality, i.e. the resources, problems and needs of people with learning problems. The means for this task is a solid knowledge of principles for health and social care and a wide knowledge of different kinds of methods mastered through theoretical studies as well as practical training.

This means that the starting point is the needs of the clients rather than the existing praxis in the field, and thus a prospective attitude (Ap).

The introductory phase of the programme in the first year has as its main goal the presentation of the history of and the contemporary position of the different professional groups in social care. During the first year students are obliged to take part in a *relasjonsseminar*, that should give students communicational skills and at the same time the seminar should serve as a means to reflect upon students' roles in relation to fellow students, teachers, and so forth.

Whereas the first year's program is based on lectures in the different disciplines, Philosophy of Science and Research methods in Social science, Sociology and Social Anthroplogy, Psychology, Law, Health and Social Politics and Political Science the programmes of the second and third years are organised thematically:

> 1. Man's biological development, the breaking down of development and learning disabilities.
> 2. Physical care.
> 3. Goal-oriented environmental therapeutic work.
> 4. Organisation, leadership and planning.
> 5. Clients' rights in a perspective of ethics and law.
>
> (Themes 4 and 5 are taught to students from all the three programmes). (ibid.p.6)

The attitude that is taken in the plans for the different subjects is that students should learn the general principles behind the care of different client categories (the identification of clients' needs, diagnosis, general physical aid, forms of treatment, treatment planning, etc), specialising in the care of people with learning problems. This is, in the Guzzetta terminology, a start in a survey type penetration (Ps), eventually taking the care of people with learning problems as an object of thorough study, an exemplar penetration (Pe).

We find here that the attitude behind this structure is prospective (Ap), the main objective is to learn to plan the care according to the needs of the client, rather than leaning on special methods. The mode is static (Ms), stressing the elaborate planning procedures.

5.4.2 Barnevernspedagog

At the outset of the curriculum it is underlined that *barnevernspedagoger* will be working in a everchanging society and that a wide knowledge of the society in which they will carry out their work is required. The *barnevernspedagog* is obliged to know the limits and options in society for her/his work as well as for the well-being of the client. The cooperation with other professional categories is taken to the fore and it is pointed out that this is one of the most important reasons for developing the three programmes (vernepleier-, sosionom- and barnevernpedagogutdanningarna) in close connection.

The target groups for the work of the *barnevernspedagog* are children/young people with social and psychological problems.

The basis for the work is social pedagogy, i.e. "læren om hvordan psykologiske, sosiale, materielle forhold og ulike veriorienteringer fremmer eller hindrer individets eller gruppens samlede utvikling og vekst" (Studieplan for 3-årig barnevernspedagogutdanning, p.5).

There is an apparent orientation in the curriculum for the barnevernspedagogutdanning - to closely look at existing methods or procedures in different institutions and to evaluate them. In this way students should be fostered to, as future professionals, freely choose among well-known methods basing the choise on the relation between the method chosen and the characteristics of the particular commision.

> "Målsettingen er å gi studentene kompetanse til å vurdere metodisk arbeid i forhold til menneske- og verdisyn. Gjennom problemområdet skal studentene tillegne seg metodiske kunnskaper og ferdigheter som er almene uavhengig av hvilken institusjon barnevernpedagogen arbeider i". (ibid. p.17).

The attitude here is retrospective (Ar).

When we examine the curriculum from the point of view of its mode we can see, for example in the following quotation that it has a static form (Ms):

> "På bakgrunn av ulike sosialpedagogiske og psykologiske retninger (som social læringsteori, psykodynamisk teori og familjepsykologi) skal studentene tilegne seg kunnskaper om - og ferdigheter i ulike miljøterapeutiske arbeidsmetoder."
> (ibid. p.18)
> "Problemområdet har videre som målsetting at studentene skal tilegne seg prinsippene i sosialpedagogisk metode i miljøarbei/terapi. Observasjon//kartleggning/-utredning

inngår her som sentrale fagområder. Målsettingen er bl.a. å forberede sudentene på planleggning og iverksetting av opplærings, trenings og behandlingstiltak." (ibid. p.18).

The last section of the quotation displays a comprehensive scope (Sc).

5.5 A comparison between the four colleges on the Guzzetta indicators.

Having used the Guzzetta sceme for the analysis of the curricula of the colleges in Nijmegen, Sligo, Lillehammer and Malmö we will look at some noticeable differences and similarities on the indicators Attitude, Mode, Scope, Penetration and Construction.

Starting with *attitude* we can see that the Nijmegen curriculum has been found to be of a prospective attitude, i.e. the different items that we have put forward in the analysis point to "prepare students to assess social needs and to construct programs for dealing with them" (Guzzetta 1984, p.47). In fact, we have found Nijmegen dedicatedly prospective in attitude. It is harder, we think, to establish the attitude in the Sligo and Lillehammer programmes.

In the Sligo curriculum some items are examples of the retrospective, some of the prospective attitude. Of the former kind is the objective to furnish the students with the necessary prerequisites to adapt to work environments (see page 65). On the contrary, in the texts under the subheadings of different subjects we find expressions that more correctly should be categorized as examples of a prospective attitude, as clients' needs and discussions of how to meet them are in focus, rather than the evaluation of existing methods (see e.g. page 67).

Likewise we find in the Lillehammer curricula a similar difficulty in stating one answer to cover the attitude. The content of the two strands of the Lillehammer college are, in this respect, contrary, the Værnepleierutdanning characterized by a prospective attitude, the Barneværnspedagogutdanning by a retrospective one.

The Malmö curriculum we have found to be centred around a will to direct the education to the existing care work, to derive its models and content from the professional body of care work and care workers and thus expressing a dedicatedly retrospective attitude.

Mode is the second concept in the Guzzetta scheme and when we have analysed the different curricula on this indicator we have found the Nijmegen curriculum a clearly dynamic one (using this particular definition), since the objectives that are taken to the fore are aimed at direct action before and together with clients rather than designing actions after a "careful examination" (ibid. p.48).

This latter mode is the typical approach favoured in the curricula of the Malmö and Lillehammer colleges.

The Sligo curriculum, as we see it, displays both types of mode. The static mode is apparent in the plan for the key subject, Applied Social Studies, whereas in, e.g. the plans for Psychology and Drama a dynamic mode is favoured.

By the *scope* of the curriculum Guzzetta means "its selection of units of attention" (ibid. p.48), whether the curriculum is designed to create generalists (the comprehensive scope) or specialists (the particular scope).

All four colleges are characterized as having a comprehensive scope, although the specialisation in one of the creative disciplines in the Nijmegen curriculum could be seen as a particular scope.

The fourth indicator, *penetration*, is about "how deeply the content is examined" (ibid. p.49) and the approaches are named survey, profound and exemplar.

In the Lillehammer curriculum we find a survey penetration in the introductory paragraphs, esp. in the Værnepleierutdanning, where many different client groups are covered but eventually the penetration "becomes" exemplar when a concetration on one specific client group, people with learning problems, is introduced. The coverage of the different subjects show a survey penetration, as is the case in the Malmö curriculum as well.

The basic penetration in the Sligo curriculum is survey, although in e.g., the plan for drama we find an exemplar penetration.

In the Nijmegen curriculum seems more heterogenous. There are examples of all three kinds of penetration, the differences mainly due to the fact that different subjects are approached in separate ways.

The fifth indicator is *construction*, an indicator that sums up "the basis upon which the overall curriculum is built" (ibid. p.50). It has three forms: linear, holistic or thematic.

After having studied the four curricula, trying to see them as documents containing, each of them, a single idea, a unified educational body's view on the training it is hard to see this one concept revealed in every aspect of the curriculum.

As has been noted above, what is said in the general parts of the curriculum might be contradicted or slightly changed in other parts. This is case also when we look at the construction of the program.

However, we find that the Nijmegen curriculum has its centre in the creative disciplines and that the other subjects are grouped around them. The use of creative skills is the focal idea in the Nijmegen curriculum, a holistic approach.

In the other colleges the basic construction is thematic. In Malmö, for example, the social educational strand is organised around the treatment of adults and children. Under these headings aspects of these "client groups" are studied, such as drugs, sexual problems and family organisation, i.e. different themes. This is also the case in the Sligo and Lillehammer curricula.

All four colleges use the first semester/year as an introduction to the field and the education as a whole. Elementary courses in social an behavioural disciplines form the content of this/these semester(s). In these courses you find a somewhat different construction, the linear construction being the most prevalent.

Table 5.1. An overview of the curriculum analysis.

	Attitude	**Mode**	**Scope**	**Penetration**	**Construction**
Nijmegen	p	d	c	su/e	h
Malmö	r	s	c	su	th
Sligo	p / r	s/d	c	su/e	th
L-hammer	p / r	s	c	su/e	th

The Guzzetta indicators (five of the six indicators that are used in the analysis) and their dimensions are:

Attitude: a. prospective (p) b. retrospective (r)
Mode: a. dynamic (d) b. static (s)
Scope: a. particular (pa) b. comprehensive (c)
Penetration: a. survey (su) b. profound (pro) c. exemplar (e)
Construction: a. linear (l) b. holistic (h) c. thematic (th)

In this table we give a shortened version of the analysis of the curricula. As mentioned above it is sometimes hard to affix a single concept (in this case a dimension of the indicator) to the nature of the curriculum and the version displayed in the table above may be an oversimplification, although hopefully a quick description of similarities and differences between the colleges. Where a dominating tendency after all has been too hard to decide on in our analysis we have in this table proposed two dimensions, the motives to be found in the text above.

6 THE GOALS OF THE STUDENTS

In this chapter we will examine the goals of the students. As a background to this comparison we will look at the student populations on a few variables.

6.1 Students. Background data

Some interesting matters to investigate is whether there are differences in the distribution in terms of sex, age, (parents') social class and whether the student has work experience or not before entering college. We collected these data by means of a questionnaire (appendix).

6.1.1 *Age*

Table 6.1 Distribution in terms of age

	Nijmegen (N=61)	**Malmö** (N=31)	**Sligo** (N=18)	**Lillehammer** (N=26)
Mean (years)	23	27,5	22	28
Stand dev	1,5	7,5	4	6,8

Differences, tested by ANOVA, are significant between Nijmegen - Lillehammer (p=.001), Malmö - Sligo (p=.004) and Sligo - Lillehammer (p=.002). The age of the students from Malmö and from Lillehammer are higher. The range of the ages in Lillehammer are 21 years - 46 years, in Malmö 21 - 48.The range in Sligo is 19 years - 32 years and in Nijmegen 20 - 26.

6.1.2 *Sex*

Table 6.2 Distribution in terms of sex

	Nijmegen (N=61)	**Malmö** (N=31)	**Sligo** (N=18)	**Lillehammer** (N=26)
Male	3	4	1	6
Female	58	27	17	20

Differences have been tested with chi-square and there are no significant differences, except between Nijmegen and Lillehammer (p=.01)

6.1.3 *Social class*

Table 6.3 Distribution in terms of social class

	Nijmegen		**Malmö**		**Sligo**		**Lillehammer**	
Social class 1	4	6 %	3	10 %	4	22 %	3	12 %
Social class 2	39	64	13	42	9	50	5	19
Social class 3	18	30	15	48	5	28	18	69
Total	61	100	31	100	18	100	26	100

We find some differences. The most frequent value (the mode) is among students from Nijmegen and Sligo social class 2; among students from Malmö and Lillehammer social class 3.Differences have been tested with chi-square and there are significant differences between Nijmegen and Lillehammer (p<.001) and between Lillehammer and Sligo (p<.05).

6.1.4 *Work experience*

We were also interested in whether there are differences in work experience gained before entering college. We have coded the answers in two categories, yes or no. The answer "yes" stands for any work experience for one year or more before entering college.

Table 6.4. Distribution in terms of Work experience

	Nijmegen		**Malmö**		**Sligo**		**Lillehammer**	
Work exp	15	25 %	29	94 %	10	56 %	25	96 %
No work exp	46	75	2	6	8	44	1	4
Total	61	100	31	100	18	100	26	100

Most students in Malmö and Lillehammer have work experience before entering college, in Nijmegen they have not. In Sligo half of the student group have work experience.

Differences have been tested with chi-square and are significant between Nijmegen and Lillehammer, ($p<.0001$), between Nijmegen and Malmö, ($p<.0001$), Nijmegen and Sligo ($p<.05$), between Malmö and Sligo ($p<.01$) and between Sligo and Lillehammer ($p<.001$).

6.2 The goals of the students

6.2.1 *The goals of the Nijmegen students*

When Nijmegen students describe their future professional work many of them take their practice placements as the startintg point. Many of the students refer to experiences from their 10 months long practice, experiences often directly linked to particular client groups. Furthermore, references to the creative disciplines are very common.

The student goals are grouped in the following themes:
- creative skills and the client group
- goals for working with the client group
- team work
- personal awareness and personal growth
- influence on the public

Creative skills and the client group are matched in different ways. Students have a general idea of generating activities designed for different client groups. Through these activities social skills of the clients as well as physical ability could be positively affected.

> "When I'm working with these mentally disabled children I have always some goals in the back of my head, which also help me to create activities that are appropriate for them./.../ First I try to get the children to move in the right way./.../Another, more important goal for me, is to get the children to socialize with the other children of the group by playing with each other." (Nijmegen A 6)[1]
>
> "With drama I want to find new ideas for problems and how to handle with 'difficult' periods of people" (Nijmegen D 5)

Another objective is to let the design of the creative activity (what comes before and after, where is it carried out and so on) help the clients to structure their daily life and to make it easier for them to enhance their individuality.

Sometimes the stress is on the creative activity as such and on the wish to create a general high level of the acitivities.

The *goals for working with the client group* are put forward on many levels. Firstly, there is a wish to engage oneself in the resocialisation of clients who have spent a considerable time in an institution or who, living in an institution need to learn to live in the society. Some students want to influence clients in their efforts to expand socially:

> "I am specialised in giving social abilities - training and independency - training./.../ I will make the children more independent and more social to go back to the world outside an institute" (Nijmegen E 10)

Secondly, many students refer to the impact they would strive to have on the development of the self of the client. "...to give them a more realistic self-image" (Nijmegen A 10) is one way of expressing this objective.

It can also be stated: "The activities are meaningful when they are/.../ there to help the pupils to get more selfesteem" (Nijmegen A 9)
or: "My main goal is to make them feel that they are important" (Nijmegen E 13)

Thirdly, the broadening of the minds and senses of clients are mentioned.

---

[1] Interview person no. 6, group A [Activity guidance]. The other groups are: B [Activity guidance], C, D [Residential work] and E [Youth work].

Lastly, there is a wish to help clients structure the spare time.

Team work

To work in a team is essential for the students. The proper functioning of the working group is central for the clients as well as for the worker's wellbeing. There are in most institutions and work places several functions that are interdependent and it is important that workers of different levels and functions in the organisation are aware of the contributions made by others and that these contributions are appreciated. "If I'll succeed in my personal goals much depends on how I feel in my team. I can't work with other people if I don't feel accepted"
(Nijmegen E 13)

When discussing team work students bring to the fore the need to be open to and to engage oneself in critique. One must let colleagues observe one's conduct vis-à-vis clients and staff and one must not be reluctant to give feedback concerning the conduct of others.

> "I'd like to be a good institutional worker. Herefore I'd like to be critical to my own and my colleagues' actions" (Nijmegen E 13)
>
> "How I will succeed in reaching my goals:/.../about behaviour towards the children: mostly through contact with and questions towards my colleagues about their observations and my own observations". (Nijmegen E 8)

The atmosphere in the institution should be open and it is important that workers of different levels in the organisation have access to one another, that the distance between specialists and functions of different ranks be as small as possible. Sometimes this is hard to develop in bigger organisations; some students have found it difficult to communicate over rank boundaries and thus will strive to apply for work in smaller units.

> "The most important thing is probably that managers and that kind of people are accessible. I think that if there is a good atmosphere and the workers are feeling OK in the organisastion then the workers go easier to the boss and they will say easier what they wanted. This is also for the clients I think." (Nijmegen D 8)

In order to improve the quality of work direct counselling of staff is necessary. This is done through direct teaching and through creating an ongoing, open discussion of the work.

> "I would make lots of time to conduct my cooperators. I think that this is very impor-

> tant. I'll meet them once in two weeks and if they need me for something or if they got a question they can always come to me" (Nijmegen B 1)
>
> "My aims are to set up a framework for a more efficient condust of the day care centre, to improve the quality of the work. To start with: convincing the workers of the importance of teamwork, that they need to take counsel together to improve working together and to develop a more professional approach in the work with the children". (Nijmegen C 11)

Personal awareness and personal growth

Many students point out the fact that a care worker must be constantly aware of her / his own person and the impact of personality factors on the work with clients as well as on the functioning in the team. You must be able to differ between personal needs and the needs of clients and fellow workers. In this way you can improve your functioning in the care work.

> "I have set myself some goals about learning to deal with conflict, learning to see how I behave towards the children and otherwise (why do I behave like that and if it's necessary how can I change that behaviour) learning to see the hows and whys of the behaviour". (Nijmegen E 8)

To reflect on your conduct, e.g. to be observant of appropriate as well as inappropriate behaviours, it is necessary to be able to differ between your own goals, sometimes unconscious, and the clients' or colleagues' goals, as is reflected in this quotation, regarding "unwished" behaviour:

> "Aggressive behaviour can frighten someone and is very dangerous. Then we have compulsive behaviour. When someone spoils something by compulsive behaviour, I think it is very hard to handle it. It's maybe wise to ask yourself if this behaviour is a problem for me or him / the other members. If it is just that I irritate me, maybe I have to change. If it's a real problem there must be done something." (Nijmegen B 5)

Another item that is brought forward regarding the care worker *as a person* is the necessity to be aware of the limitations as to what can be accomplished in the care work. Factors like the status of the clients, the organisation of the institution and the composition of staff can be the roots of low level functioning of the institution - sometimes the care worker mistakenly blames her/himself for not reaching objectives. This could eventually have a negative impact on the self image of the care worker, if the worker is not aware of the fact that care work is carried out in relations with other people, clients and staff, as well as in relation to material factors.

Influence on the clients' environment

In this context the environment consists of
- the client's family
- the public (opinion)

Students point to the fact that the treatment offered clients must take into consideration the client's life as a whole. Parents must be taught how to handle their children according to a specific program - the treatment isn't something that takes a pause outside the walls of the institution and in many cases the core of the treatment is a systematic penetration of the relations between clients and their families.

Even if it is not a very detailed method that is used the contact with parents are essential in care work with children.

> "I think it is a very good development that nowadays parents don't bring their handicapped child immediately to an institute but that they want to raise their child themselves. On the other hand you can ask 'What about our work?' That's why I want to orientate on this kind of work where you have to work with the parents too". (Nijmegen C 4)

Students feel that the public must be approached for two reasons; one is that negative attitudes to e.g. people with learning problems heavily affect the life of the mentally retarded and one part of the work must thus be directed to influencing attitudes; another reason for directing work to the public has to do with the nature of work, especially care work on a basis of creative skills. As one student puts it:

> "The difficult of working with these children is the misunderstanding from the surrounding. The children have no visible disorders so they think they have nothing and the treatment looks like only playing with them. They don't see that every child gets a treatment." (Nijmegen D 17)

6.2.2 *The goals of the Malmö students*

Students from the Malmö College share many answers to the question of their future work, but in many cases answers from two distinctive categories, categories that obviously stem from the fact that the two strands are markedly different, one designed for work with juvenile delinquents, drug addicts, children with special needs and the like, the other strand designed for positions as managers in old age care and in the care for people with learning problems.

Students from the last mentioned strand in their answers describe ***the job as a manager in the field.***

Different tasks are described: administrative tasks, tasks for a personnel manager, being responsible for the planning of services, etc. There are references to the nature of the work.

Problem-solving is seen as a typical task when working as a manager, to be a key person amidst several kinds of professionals and clients.

> "Arbetsledaren skall vara gruppens trygghet - gruppen skall kunna vända sig till arbetsledaren när de känner att de inte kan klara av något, har problem, m.m. Man skall vara en god lyssnare, man skall tillsammans diskutera problem och hur man skall lösa dem." (Malmö B 18) [2]

To work from thoroughly defined *goals* and to create appropriate routines is also seen as central in the managerial position. "Det kravet jag ser i mitt arbete är att kunna planera verksamheten med en klar målsättning". (Malmö B10).

To fulfill these demands and *to use the proper methods* of the work seem to be the most frequent goals of students of the Management strand.

To *influence* people is another opportunity in the managerial position. Demands, that student in this strand mention in their answers, are viewed mainly as *personality traits*.

One needs to be *flexible and versatile*. "I det här yrket krävs det att kunna hålla många bollar i luften, ibland kan det vara ganska stressigt; då krävs det att man har is i magen och att man kan organisera".
(Malmö B 7)

Empathy is another important property.

> "En viktig egenskap som arbetsledare är inlevelseförmåga, att se vilka behov som finns hos boende och personal". (Malmö B 10)

The students of the other strand, SP, when they describe the goals of their future work, form a picture of ***the role of the professional.***

To be professional is what students see as the goal to strive for but also something look upon with respect.

> "Ett krav som jag kan känna är att man måste vara så professionell men hur skall man

---

[2] Interview person no. 18, group B [Management]. The other group is A [social pedagogues].

> kunna vara det utan att arbeta upp det. För jag inbillar mig att det är inget man föds med utan det är en förmåga man får öva upp. Det kan skrämma mig lite, hur skall jag kunna leva upp till de krav de har på mig som professionell". (Malmö A 7)
>
> "Men oavsett var man får arbete och oavsett om mina blivande klienter är barn eller vuxna, missbrukare eller psykiskt sjuka, arga och ledsna eller vänlliga och glada så tycker jag att de alla har rätt att i mötet med mig ställa vissa krav på hur inte bara jag utan den övriga verksamheten skall (bör) fungera./.../ Att känna efter var ditt professionella jag tar slut och det privata tar vid. Detta för att markera ditt jag men också för att klienten skall känna att det är okey med en egen privat del av sig själv." (Malmö A 1)

The professional role is described in many different ways.

One thing that is taken to the fore is, as in the quotation above, *to keep the professional and the private apart*. In care work, especially working with people with grave psychological problems, you could come to touch upon your inner self and in those instances the care worker, students write, must be alert recognizing the danger of letting her own problems interfere with the treatment of the client.

This demand is seen, at the same time, as an opportunity to develop your own personality when you are working in close connection to the client. Important then is to *be aware of your basic values*, to constantly scrutinize your actions in the light of your values.

> "Jag tror att mitt kommande yrke som socialpedagog kommer ge mig stora möjligheter att utvecklas som människa. Genom möten med andra människor kommer jag hela tiden vara tvungen att tänka efter och omvärdera mina åsikter, tankar och handlingar. För att jag skall kunna taga till vara dessa intryck och lära av dessa människor krävs det att jag är trygg i mig själv och har en klar uppfattning om mina grundläggande värderingar." (Malmö A 8)

Openness is required, to be prepared to use your own personality in the work.

> "Vi använder oss själva som redskap i vårt arbete med klienter både på institutioner och i öppenvården och det ställer speciella krav på oss som behandlare. Vi måste vara beredda på att ge mycket av oss själva och då automatiskt också på den kritik som kan komma på grund av detta". (Malmö A 9)

Continuity is seen as a key factor in the structure of social pedagogic treatment.

> "Vi har också ett ansvar i att ta kontakt med klienter och fullfölja den kontakt som man påbörjat eftersom kontinuiteten är mycket viktig för klienterna. Vi kan alltså inte dra oss ur och avbryta kontakten när det börjar kännas jobbigt och ansträngande".
> (Malmö A 9)

Another property that is necessary when you are angaged in this kind of deep contact with a client is *honesty*; to be honest and to demand honesty in clients and colleagues.

In summary social pedagogic treatment is seen as a field where the care worker has the opportunity to, through a creative and imaginative mind, find her/his own style of working.

Relations to the client group is another category that stands out in the material. The clients have the right to be treated as individuals, not as representatives of certain shortcomings or weaknesses. They must be met with due *respect*, although the care worker must be prepared to encounter unrealistic and incompatible demands.

6.2.3 *The goals of the Sligo students*

The personal aims for the education expressed by the students have been analysed in the following themes:

- Aims regarding specific client groups
- Attitudes to content of work / work styles
- Person-oriented goals
- Influencing the attitudes of the public
- Further schooling
- Jobs preferred
- International orientation

The aims expressed by Irish students centre around *specific client groups*, often stated in relation to the specific group. Goals seem to stem from direct contacts with the group in work situations, in voluntary work, work before or during studies or in experiences in practical placements.

Goals are of, mainly, two kinds; *to offer a safe and secure environment for the client group*

> "My goals would be to help the children to lead a better and as normal as possible childhood. And also to help provide for them some degree of safety + security which

> may be lacking in their lives" (Sligo 10)[3]

and to relate to clients so as to inspire people to make an effort in changing ways of life, *to have an impact on clients' personal growth.*

> "I would also feel that I'll be involved in youth organisations with an aim to help people help themselves i.e. in personal developments, education, sport, etc.". (Sligo, 4)
> "My major goals will be to change these young children's awareness (i.e. that the world in which they live holds little or no comfort for them). I want to help them to succeed and reach their full potential in life, and to show them a way to reach inwards (i.e. self-analysis) in order for them to get the best they can life" (Sligo 20)

Attitudes to content of work / work styles
This is expressed on a general level: "I have a huge interest in the area" (Sligo 25) as well as more specifically

> "I would further expect that the programme I will be working on will have a therapeutic focus and not content itself with behavioural modification programmes;" (Sligo 16).

There are references to the growth of the person's own style of work, a will to be open to change.

> "In terms of my development as a care worker I expect to be investigating practical approaches to problems presented in my work setting. I view this as essential in filling out my knowledge and perception of my work, in broadening my experience in approaching clients and thereby increasing my effectiveness" (Sligo 16).

This openness to changes in the work is also displayed in this quotation: "... I would hope to be a part of the development of new and exciting services that will be organised for these children" (Sligo 20).

Person-oriented goals
To relate to clients in order to have an impact on their lives creates an impact on the professional's own person and this is thought of as a positive consequence of the work itself.

Work life is expected to take a central place in life and of great importance for personal happiness

> "My goal would be to get complete satisfaction from my job by helping other people in a positive and realistic way" (Sligo 8).

---

[3] Interview person no. 10

"... and I value those characteristics in keeping the worker in me active, interested and stimulated" (Sligo 16).

The attitudes of the public

The environment is seen as a key factor in the clients' situation and some students will direct efforts at influencing the public's attitude to different client groups, thereby reinforcing the prospects for change in the life of, e.g. deprived children and the homeless. As one student writes about travellers: "We keep on denying them space in our own neat little world and then we blame them of the way they are". (Sligo 19)

There appears to be different categories among students, depending on how determined students are on their choices for the future work. *The determined* elaborate their views on prospective work places; its impact on them on a personal level, aspects on clients situations, references to treatments of different kinds, etc.

Many students in *the determined group* refer to personal experiences with client groups, experiences that form different views on treatment and on the weight that they give professional work in their lives. It seems that those who have experienced their work or placements positively also have entered a positive circle characterized by a solid interest for the client group, for work with the client group and for a willingness to improve their theoretical knowledge in the field. They also show a dedicated interest in trying to influence (disadvantageous) public attitudes to client groups.

It wouldn't be correct to say that the students we find expressing *non-determination* as to their wishes for work in the field of social care show the opposite to that of the determined group.

They are not determined as to the distinct features of their work to be. They mention the field social care, not expressing their wishes in detail and, contrary to what we noticed above regarding the determined group, references to particular client groups are rare. Some picture themselves furthering their education, going to degree levels, studying other subjects (mainly Psychology) and still others write about things outside work life, such as travelling to other countries and in that way broadening their minds as individuals, not necessarily as professionals.

Further schooling

Seven out of fifteen mention further studies as they try to look into the future. Study propositions range from "to broaden knowledge" to the want to take a degree in Applied Social Studies. Further studies in Psychology are also brought up. As a matter of fact many see the programme they are about to finish (the Diploma course in Applied Social Studies) as a platform for care work, a platform that needs elaborating on through the means of theoretical studies as well as practice in different sections of social care. "... I will be investigating furhter avenues of studies to enhance my abilities and re-energize myself..." (Sligo 16)

There is another tendency, to finish a degree course and through that be in a position to choose between working as a care worker or social worker. "But I want to have my degree before I'm 25 years old so that I can become a social worker after that if I wish" (Sligo 8). Also personal reasons are salient in the material: "I would like to study Psychology further, for personal rather than for professional reasons" (Sligo 17).

Jobs preferred

In quite a few of the students' replies to the question asked you can find references to specific jobs.

The job most often mentioned is *to be a counsellor*; in some cases a kind of motivation is added, as in the following quotation: "... I would like to be working as a counsellor working with people on a one to one basis..." (Sligo 1).

Sometimes the jobs that students want to get are described in connection with a specific client group and in still other cases a rather detailed description of the future work situation is given.

> "I would like to think that I would be working within one of the Health Boards here in Ireland, possibly being at least House Parent in a residential home". (Sligo 4).

There is a salient connection in the material between the want for a secure job and the will to work in residentials. The reason could be that in the decision, based on factors like the content of work, your preferences and the felt need to have a secure job, a job in a residential is the best compromise solution.

Another group of answers centre around what could be described as either indetermination, though equally correctly as openness. Students haven't decided yet (many of them are in thier early twenties!) and they might feel uneasy about that and, as in the following case, try to totally reject the question of future: "I just don't have any idea/.../I just take one year at a time/.../I hate the question..." (Sligo 2).

But, *the undecided* can also sound like this:

> "In five years time I would hope to be working in an area very much related to this course. However at the moment I'm not exactly sure what field I would like to be working in. I have a number of interests and ideas, some of which are very different". (Sligo 5)

There is an interesting tendency in a group of answers; to let work influence and be influenced by a general interest in politics/ social politics. When this combination appears in the material it is present on different levels.

In one case the objective is to work politically and to grow in your political understanding through your professional work in the social care area.

> "My ultimate aim would be to have an input into "Social Policy", i.e. those policies which I believe are not properly balanced in the Health System, the Educational System, the Social System. More and more as technology progresses the development of the Human being is overlooked and the divide between those who have and those who don't is widening all the time. We can only strive to create an awareness amongst ourselves that it is ultimately us that can have some impact on change by giving a mandate to the elected Representatives that the great human divide won't be tolerated. But before I walk I must crawl and in doing so would see myself addressing the needs of the travelling community in our own area./.../ We deny them their basic human rights as citizens..." (Sligo 19)

In another case it is a more direct work with a client group the well-being of which is of great concern for the person and where this concern is a wish to work with this group and doing so also trying to change their situation as a whole.

> "I have a huge interest in the area of homelessness as I have worked in this area previously and the one thing I noticed was the lack of proper staff training in this area. --- So, in five years time I hope to be a counsellor in this area" (Sligo 25).

International orientation.

There is a striking international orientation in the Irish material. This orientation is prevalent in two different approaches to working abroad, one is to broaden one's mind personally, expressed in a wish to travel per se, the other one in wishes to gain a wider understanding of social care / care work through working abroad and, in some cases, to settle down abroad with the intention to work in e.g, Great Britain and the US.

6.2.4 *The goals of the Lillehammer students*

When the Lillehammer students look upon their future work there are a couple of themes that stand out:

- theory
- reeducation
- personal development
- impact 7 influence
- the role of the educated care worker

Theory and theoretical knowledge of the field, its methods, legal matters, ethics and values, continuous learning, principles of evaluation; these are areas that are very frequent in the material. To use the knowledge and to be fully aware of the necessity to update the knowledge, to engage oneself in

Reeducation.

The students statements give a very optimistic image of the care work they are about to take part of. Demands by the public, the different client groups and employer bodies are viewed as very high and to be able to meet these demands the theoretical knowledge, and continuous education, are stressed as the key factors.

The students convey to us the will to meet these demands and to take advantage of the great, and "exciting", as some of them picture it, opportunity that lies in care work - to make efforts in trying to create a good environment and a good future for the different client groups, through a dedicated spirit of persons who are confident in carrying out a mission.

Different aspects of theoretical knowledge are elaborated by the Norwegian students.

One aspect is a high level of knowledge in a broad sense of the word, as expressed in one statement: "Jeg ser også at det er viktig å bruke teori og fagkunskap aktivt for å hjelpe folk på en god måte" (Lillehammer 1)[4] and in the following quotation:

> "Jeg føler ett krav om å kunne benytte mer teori i praxis. Å kunne gjennomføre en arbeidsdag, der teorien har en naturlig plass. Gjennom dette kan vi kanskje få mer aksept for det vi sier, f eks spesiellt i saksbehandling" (Lillehammer 2)

In the last part of the second quotation one can see a special reason for a high level of the theoretical foundation for work - to raise the status of the professional care worker and to keep it high in order to gain acceptance from other professionals in the field.

Another aspect is the awareness of and skills in using methods in social social care.To be aware of the devlopment of methods in this sector is necesssary for care workers. "Jeg ser det som viktig å kunne være fleksibel, dvs. villig til å arbeide utifra forskjellig typer kunnskap jeg har tillegnet meg". (Lillehammer 14)

A specific method that is often mentioned is Environmental Therapy and a general view of in-detail knowledge on how to use the client's network is also put forward.

A third aspect of theoretical knowledge concerns clients' legal rights.This is an area that is stressed by many students; to have a solid basis of knowledge of social law in order to serve client groups that have difficulties in finding out and acting on their rights according to Norwegian Law.

> "Jeg ser store krav til stadig kunnskaps-oppdatering. Dette av flere hensyn, i første omgang kanskje m.h.t. faglig forsvarilig praksis m.h.t. bl.a. brukeres rettssikkerhet" (Lillehammer 5)

Personal development

Personal development is in the mind of the Lillehammer student a fundamental requisite for a care worker. Many students refer to the need to be aware of how they act before clients. They stress a will to examine in depth the underlying personal values in care work.

> "Store personlige krav til verdiklrgjøring og gjevnlig gjennomtenkning av hvordan jeg bruker meg selv som et redskap i barnevernsarbeid". (Lillehammer 5)
>
> "Vare bevisst på forholdet: Skjulte verdier og åpne verdier" (Lillehammer 9)

---

[4] Interview person no. 1

The way care work is carried out means that as a professionals you have the opportunity to grow personally through your work with clients, something that attracts students. There is a often stated need for the examination of the ethical and empathetical foundations for care work.

Impact / influence

Students feel that in this particular field the core of the work is to influence other people. They note the fact and they notice the prerequisites, theoretical knowledge and methodical skills, as well as the personal properties that can balance the necessary conditions for sound care work.

Lillehammer students have a rather optimistic view on this. They look forward to carrying out their influence on clients as well as staff. If you really furnish yourself with proper knowledge and skills you will be ready to use your repertoire in the daily work with clients in different settings, working alongside other staff, not being reluctant to use your capacities. In working with clients, to help them and to develop their environment:

> "Jobbe målrettet med å utvikle nettverket til de psykisk utviklingshemmede" - "Kunne hjelpe mange utviklingshemmede - og andre målgrupper - til et bedre liv". (Lillehammer 8)

To enter relations with clients and together with clients use their own wishes as the starting point for work: "Realisering av brukermedvirk-ning" (Lillehammer 11)

In team work; to have an impact on staff through the education of staff with little or no theoretical education:

> "Bidra med faglige kunnskaper og engasjemang på arbeidsplassen". (Lillehammer 6).
>
> "Kunne veilede kolleger som har annen / mindre utdannelse enn meg når det er behov for det". (Lillehammer 8)
>
> "Dessuten er det viktig at personalet innvolveres mer, slik at de blir 100 % med". (Lillehammer 10)

The role of the educated care worker.

We will try to sum up the students' goals under this heading.

As noted above the Lillehammer students give an impression of a very dedicated group who see their future contribution to the work field very optimistically.

There are a few tendencies worth a closer penetration. Theoretical knowledge is the starting point for a potential impact on the work field as a whole. Students see in their future work a rising demand for scientifically based methodic development and a goal-oriented methodic action. They foresee more stress being put on written documentation and evaluation procedures. If the care worker will have the possibility to actively affect working conditions, and so doing affecting the circumstances for the client groups, they must be ready to engage themselves in continuous learning in the areas of methodic development, psychology, etc.

A side effect would be to raise the status of the care worker and to keep status on a high level, especially important since the coming years are envisaged to emphasize cooperation between different kinds of professionals in care work. In order to have an impact on matters important for care workers they must be able to negotiate on equal terms vis-à-vis other professionals, employers and fund holders.

Many students see before themselves an autonomous professional role, at least see that as a goal, a role somewhat similar to that of a lawyer or a high rank official in the public sector. The importance laid on theoretical knowledge seems to stem from this aspiration. Higher status would make it easier for care workers to really carry out good work, for example giving the care worker access to all relevant information about clients.

A solid body of knowledge in Law, Ethics, Methods and of profound information on important aspects of different client groups would form the platform for developing care work in itself.

When it comes to information about client groups some students point to the latent contradiction between the holistic attitudes (put forward in the programme) and a deep knowledge of client groups. Special features of client groups could be overlooked in the education, and in the work practice.

The key factor of the professional role of the care worker is, for most students of Lillehammer, the use of the personality of the care worker in relations with clients. Thus, a focal need in care work is to constantly reflect on and engage oneself in discussions on the conduct vis-à-vis clients and its origins, the underlying values, aspects of empathy and to be open to the changing of work styles for the benefit of the client.

Lastly we will also mention that the Norwegian students express the need to take part in the process of attitude change in the public as a fundamental aspect of the successful care work.

6.3 A comparison of the students' goals.

When we compare the goals of the students of the four colleges we find similarities as well as differences in accents.

What is evident is that there is a common view on *personal development* both as a necessary requisite for care work as well as a positive effect of the work. It is seen as something you have to engage yourself in and at the same time this demand will give you the opportunity to grow as a person. Students from all the colleges make many *references to the clients*, although these references contain somewhat different aspects of the care worker - client relation.

In Nijmegen and Sligo students express their wish to influence clients positively; to make clients grow personally and to teach them how to lead a richer life through fostering clients to trust themselves.

Students from these colleges also express their wish to change the views of / influence the environment of the clients, environment in this context being the family and the public (opinion, attitudes). The changing of negative attitudes to different client groups held by the public is also an essential task for the Lillehammer students.

Malmö students stress the importance of attitudes to clients characterized by respect for their individuality and personal freedom.

Further, in Lillehammer the legal rights of the clients and the utmost importance of treating clients according to the law is acknowledged and also to see to it that clients get proper assistance in legal matters.

To work in teams is an aspect of care work that is noticed by students; in Nijmegen, seemingly to get the proper acceptance by other team members, i.e. those of higher ranks, is central, whereas the Lillehammer students stress the goal to influence other team members, supposedly those of lower ranks, staff with little or no education.

Goals regarding work, methods, work styles and work organisation, constitute another common element in the student reports.

Sligo students show rather general aspirations when it comes to the content of care work, as do Malmö students. Both groups use phrases like "proper methods" and "exciting services". In the Malmö material one can also find references to the structure of the work process as in the term used by one student, "goal-oriented work". The Nijmegen students, when they refer to work styles, start from one of the creative subjects / specialities.

Lillehammer students, more than students from the other colleges, mark the will to utilize work methods based on scientifically derived theories. It seems that this is a means in trying to elevate the status of the profession, this being, as will be reflected upon below, a special feature of the Norwegian students.

In the material from the four colleges we can also see some original elements. In many cases Nijmegen students, and the reason being rather obvious, centre their goals around creative specialities. The different creative specialities constitute the method for working with clients. Sometimes psychological theories or methods are touched upon, although this is rare.

Sligo students differ from the others, except to some extent the Lillehammer students, in so far that they often accentuate their will to go on with their education. A significant number of students see themselves in the future going on to higher levels of education. There is in the Sligo material also a marked international orientation, not mentioned by any student in the other countries.

Lillehammer students rather often mention the necessity of further schooling; to keep up with the advancement of important theories and methods. As mentioned above this can be seen as a status-elevating means. In this context we will point to an interesting difference in attitude between students of Lillehammer and the Malmö students.

Malmö students give the impression of striving to be accepted by the professionals in the field. They want to learn the role of the professional. In this light you can see the properties mentioned (openness, flexibility, versatility) and the felt need to constantly be aware of the border line between the private and the professional.

Lillehammer students, on the other hand, display a rather different attitude. Surely they see the demands directed towards them in the role as a professional care worker, but when they have "joined the forces" they will side with their colleagues in the efforts to enhance the status of the care worker through different means such as to develop methods and to tighten the connection between scientifically based theories and methods in social care.

Table 5. An overview of student goals.

Nijmegen	**Malmö**	**Sligo**	**Lillehammer**
	managers:		
goals for work with clients	goal-directed work	goals for work with clients	clients' (legal) rights
creative skills/ client group	problem-solving	attitudes to work	methodic skill
personal awareness/ growth	the use of proper methods	personal awareness/ growth	personal awareness/ growth
influence on clients' environments	to influence people	influence on clients' environments	influential work (on clients and staff)
team work	versalitility,flexibility	further schooling	theoretical schooling
	social pedagogues:		
	to be professional	specific jobs (e.g. counsellor, certain client groups)	professional status
	openness	social political work	
	clients' rights (to be treated individually)	international orientation	

7 THE GOALS OF THE TRAINING PROGRAMMES, AS EXPRESSED BY MEMBERS OF STAFF

7.1 Nijmegen

When the Dutch teachers and administrators describe the graduates as they would like to see them they barely mention skills and knowledge. They seem to take it for granted that students master the theoretical courses. In their answers they concentrate on personality and relational issues.

A good care worker should be able to reflect on her/his behaviour vis-à-vis clients, using adequate theoretical concepts and should also be theoretically alert when engaging her/himself in professional relations. This courage in students is fostered through the large amount of time dedicated to the creative disciplines and there is a definite goal to make graduates master the chosen creative speciality.

Further, he/she needs to be courageous in her/his work ("full of guts"); this means to be open to the needs of the situation and not hesitating to engage oneself in relations that might have a considerable impact on the inner self.

It is also essential to master the observation of clients' and own behaviour in relations and to verbalise the experiences. It is also essential that care workers are sensitive to clients' needs and that they at the same time are aware of the needs and behaviour of other members of the working team, that they "can work in a team".

7.2 Malmö

The Swedish staff, when asked for their view of the graduates as they would like them, stress social skills and communicative skills. A care worker should be able to smoothly relate to clients and colleagues and when doing so to constantly be aware of her/his actions' impact on the relations, thus making use of a reflecting attitude and skill. This means that the care worker must be aware of the importance of different perspectives of care work. There are always many sides to a situation or a problem, different angles from which one can examine a situation. This must be taken into the analysis; it must be perfectly natural to the care worker to consider, not only in discussions of evaluation of programmes or actions, but also in the ongoing relationships that the care worker is a part of.

Actions and to be prone to act, acting on the basis of skills are other important prerequisites for high quality care work. It is often necessary to handle many situations at the same time and thus the care worker must show flexibility.

Care work is mostly carried out in group settings and staff must be able to relate to groups and to gain the group's confidence because "...if the group doesn't function - the treatment won't".

A norm that is put forward is to take sides with the clients, to show an altruistic attitude.

7.3 Sligo

The Irish staff, when asked for their view of the "model graduate", describe the care worker partly in terms of personal attributes, partly in terms of attitudes to and preparations for the work, based on the requirements of care work.

The personal factors are the first to be mentioned by all three staff and independency stands out as the most important attribute. This can be seen as an attribute of a person that would help her to rely on herself and in the true sense of the word to be so confident in her opinions that to admit to be wrong in some cases, or to be open to suggestions from others in difficult matters would not be threatening to her own personality or integrity.

Not surprisingly personal maturity is highly ranked among the Irish staff. In a sense personal maturity is a necessary requirement for real independency.

Attributes that make one direct one's thoughts to relations to clients and clients' needs are to be committed, awareness and sensitivity. Creativity is also mentioned.

The other category of answers that relate more to the work and its requirements stress the need to be able to reflect upon your deeds in the position as a care worker. Yes, you have to have certain skills and knowledge, "academic basis to carry things further" and "a basic body of knowledge and skills" but what is put forward here is the ability to reason, reflect, "exhibit clarity of thinking" and to try to get a diversified view of different matters, "looking at things from different angles".

One of staff describes the demands in a very direct way: "to carry out good work" and, again, what is put forward is independence, "to be able to work independently". Two other quotations show the relational aspects of independency: "ready to enquire help / assistance if necessary" and "to know what they are doing, i.e. to, as a professional, know your limits and reflect upon that".

This way of expressing the characteristics of a good care worker might be due to the fact that in different analyses of, for example, the future of social care, what it is going to be like, if so in the near future, the difficulty analysts show when describing the actual work is striking. The work has in many ways, not the least organisationwise, changed fundamentally and to be able to "carry out good work" you must as a student acquire the necessary attitudes towards change and its requirements and to foster in yourself a true independency, not hesitating to ask for other staff's opinions, trying different solutions to problems, etc.

7.4 Lillehammer

The Norwegian staff stress the values that they feel must guide the care workers in their behaviour as professionals (and consequently a focal goal for the education). It goes without saying that care work should be carried out in the interest of clients, but when conflicts occur, e.g. between official boards and clients, the care worker should side with the client or should always have the client's perspective ready in their minds to guide them in their actions; important too is that the care worker is aware of the fact that, as far as power is concerned, she/he is in the powerful position, the client is not.

In this context it is important to master regulations and laws referring to the different client groups, to be able to act with the wellbeing of the client and the justly behaviour of her/him in mind.

Further the student must reach an adequate level of knowledge and skills and must also develop an attitude open to knew insights and to the improvement of skills.

To carry out good care work means to act for the client and to constantly reflect on your actions. The perspective to guide your actions is the holistic perspective, to see the client "as a whole person" and to see the links between individual and society. A profound knowledge of society is a prerequisite for good care work.

For the vernepleier the guiding principle should be that of normalisation.

7.5 A comparison between the colleges.

The goals for the training programme as expressed by staff in the four colleges are to a considerable extent similar.

The staff in all the colleges put a heavy stress on the ability to reflect on your actions as a care worker and they find it a key feature of the education. In the view of the Malmö staff it is put forward in the context of communicative qualities that a care worker, in the staff's minds, must possess.

The Sligo staff mention reflective skills as they discuss another quality - the ability to be independent in work.

The Nijmegen staff mean that this ability to reflect must be nourished throughout the education and much time and effort are assigned to the improvement of students' reflective skills - in literature based studies as well as in seminars in connection with the practice. It is especially mentioned by the Nijmegen staff that students must learn to observe own behavior and client behaviour in relations and for students to verbalise the observations and so doing to, in a way, try to 'scientifically' reflect on actions.

Attitudes and values that are common in all the colleges are related to the importance of recognizing the underdog position of many clients and that the care work must be based on humanistic values. This is expressed in Nijmegen as 'being sensitive to clients' needs', in Lillehammer to 'side with the clients'.

In Lillehammer they try to foster in students a holistic view of the clients and when referring to people with learning problems normalisation is stressed.

As far as the approach to work is concerned different aspects are stressed in the colleges. In Malmö to be ready to act is taken to the fore, whereas the expression used in Nijmegen is to show courage when acting before clients.

Independency, as noted above, stands out in Sligo. The Lillehammer staff want to make students aware of the power that goes with the position as a care worker.

Attributes that are put forward are in Malmö altruism and flexibility, in Sligo maturity and openness.

When it comes to the theoretical basis for actions as care workers, knowledge of specific disciplines aren't actually mentioned by the interviewed staff, except in a few original approaches in the material that we would like to point out.

Firstly, in Nijmegen staff put a heavy stress on the need for the student to master his/her creative speciality, obviously seen as a cornerstone in the future work in social care.

Secondly, in Lillehammer staff bring to the fore the necessity to master social law in order to act for the rights of clients with little or no skills in these matters.

With a slight exaggeration you could describe the Lillehammer staff wanting to create an attitude in the students to see themselves and the clients as siding against *them*, the authorities and some segments of the public opinion.

7.6 Student and teacher goals - a comparison

We have compared the goals brought forward by students and teachers in each college.

Nijmegen

Students and teachers have most goals in common. Both groups stress the foundation for social pedagogic work that the creative skills form and both groups underline the necessity to use one's reflective skills. Likewise both groups mention team work and to put clients' needs in the fore.

There is a difference in attitude between students and teachers in Nijmegen, though. When teachers look upon the graduate "that they would like to see" they concentrate themselves on the relation between the client and the care worker. Students have their concentration in the same segment of the field, but it is also mentioned by quite a few of them that a goal in care work that they would like to accomplish is to influence the client's environment.

Malmö

We can find in the Malmö material many similarities when it comes to goals for the education but also some interesting differences in the way the goals are described by students and teachers. Students write a lot about the principles for action, such as the development of, and the training in "proper" methods, the necessity to develop goals for work and to learn the professional way of acting. Teachers, on the other hand, want the "successful student" to be a woman/man of action, i.e. to prepare her/himself for action is the utmost goal of the education. The teachers that have answered our question seem to put to be prone to act and communicative skills in the first place, but they add to these goals a number of prerequisites: reflective attitude, awareness and sensitivity, and by that saying that *thoroughly prepared action* is the real goal.

Sligo

Students of the Sligo college express many different kinds of goals, such as goals that apply to client groups, the impact of the professional work on your personal life, specific jobs favoured and the content of professional care work. Teachers underline that independency is the key factor to successful work in the social care area.

In one way this is really what students say too. In the student papers that constitute the data for this part of the analysis it is rare if not totally absent that students mention fellow professionals (to-be) in their writings. Students show a very confident attitude.

In teachers' versions independency is combined with an open attitude to the team in work situations. It seems that in the teachers' opinion true independency means that you will dare ask your colleagues for advise.

The way the goals are described are slightly different in the student group as compared to the teachers. Students state their goals on rather high "levels". They want to create safe and secure environments for clients, they want to be able to grow personally and so on. When teachers describe model graduates they use more detailed concepts, like reflective skill, to be committed and to show clarity of thinking.

Many students express thier will to go on to higher levels of studies and teachers stress that the course is not a " finishing point".

Lillehammer

Students mention reeducation and that it is important to keep a high level of knowledge to be able to meet the needs of clients and one teacher says "The graduate must feel the need to improve the knowledge since in the college you learn merely the fundamentals of care work".

Teachers say that the basic values concerning the underpriviliged client would be the most important goal to reach for the student. This is very much compatible with our analysis of the students' statements - *to carry out a mission*. In fact, it is possible to relate the student goals that might seem to some extent status-seeking (to be viewed as belonging to a profession), to relate these goals to these values, to work for the underpriviliged.

Student and teacher goals seem to stem from almost identical lines of reasoning.

8 A COMPARISON BETWEEN THE CURRICULA AND STUDENT GOALS/STAFF GOALS

In chapter 7, paragraph 6, we made a comparison between the goals stated by students and staff. In this chapter we will make comparisons between some of the different aspects, the Mode and the Attitude, of the curricula, on one hand and the goals expressed by students and staff in the four colleges on the other.

8.1 Nijmegen

The Nijmegen curriculum is characterised by a strong prospective attitude, using the Guzzetta terminology. We used as an example on this an examination of the layout of the plan for the subject Management (in the fourth year). The starting point of the instruction is the students' experiences in their practical placements and it (the instruction) should contain (as we interpreted it) relatively "direct" reflections on everyday episodes.

Among the goals we found when we examined the material of the students in Nijmegen were goals associated with the direct action with the client group; the use of creative skills and the setting up of aims for working with the client group.

Guzzetta writes on the prospective curriculum: "Such a curriculum seeks to prepare students to assess social needs and to construct programs for dealing with them" (Guzzetta 1984, p.47) and in our view this is very much in line with the Nijmegen student goals.

The staff in Nijmegen, when they draw the picture of the successful student, concentrate on the action nature of the care work and they stress courage in care workers and a will to engage in close work relations with clients. This corresponds to the Guzzetta concept dynamic mode, an apparent property of the Nijmegen curriculum.

Students often express their will to take action, to be personally responsible for creating, for example, a favourable atmosphere and a stimulating environment for clients in institutions, but another attitude to action that is brought up is the felt demand to stand up for the right of the care worker to take decisions in situations where social workers or other professionals of higher ranks are seen as constituting the decision-making group.

8.2 Malmö

In our analysis, using the Guzzetta scheme, of the curriculum of the Malmö college, we arrived at the conclusion that, on the indicators Attitude and Mode, the Malmö curriculum could best be described as, respectively, retrospective and static. The argumentation behind this was, mainly, that the curriculum takes as its starting point the care work carried out by the professionals in the field. To a considerable extent we found paragraphs that pointed to the foremost aim of the curriculum, and of the syllabuses of the different subjects, to be to gradually in students establish an understanding of different qualities of the role of the care worker, in essence to foster a care worker very much like the real, actual professional care worker.

An important quality of the professional care work, as described in the different texts analysed, is the thoroughly organised preparing of actions. The team work is also accentuated and a model layout of care work would be the prepared actions in the framework of a specific method.

If we look at the different goals that stand out in the Swedish students' texts some typical expressions are 'goal-directed work', 'the use of proper methods' and 'to be professional'.

In total we find a very close correspondence between curriculum aims and student goals.

Looking at the staff goals we see that a reflexive attitude and awareness rank highly in teachers' views, but what is stressed the most is to be ready to act; action seems to come first. Another quality put forward by the Swedish teachers is the communicative skill.

This is not really the most appearing aspect of the curriculum and consequently, if we found a close correspondence between curriculum and student goals, this is not the case when we compare curriculum and staff goals.

8.3 Sligo

In our analysis of the Sligo curriculum we couldn't assign the properties of it very easily. On the indicators Mode and Attitude we found different sections of the curriculum (as well as of the syllabuses) having a bearing on opposite qualities, prospective as well as retrospective (in Attitude) and static as well as dynamic (in Mode).

Staff stress personal factors in students when they give their views on the goals of the education. They want graduates to show independence in their attitudes to work, to be ready to act, but not to hesitate to discuss alternate lines of action will colleagues. They want students to grow in their abilitiy to reflect on the relations with clients.

When they refer to theories, this is done in a non-specific way, i.e. they want students to act on an academic basis and to master a basic body of knowledge and skills and then - "carry out good work".

This review of staff goals shows a correspondence with the Guzzetta concept dynamic mode, to foster personal willingness to take action, and with the concept prospective attitude, to plan action, rather than choose among different systems of care work.

Students are definately action-oriented. A wide variety of actions are described by the Sligo students, from direct influence on clients in their personal aspirations to affecting the environment of clients and the public attitudes to different client groups. This is in line with the dynamic mode in the Guzzetta terminology, but on the other indicator, attitude, it is hard to place the student in one or the other category.

8.4 Lillehammer

The curriculum of the two strands of the Lillehammer College display somewhat different attitudes to the education for care work. The Vernepleier curriculum stresses the planning for work with the clients, whereas the Barnevernpedagog curriculum has its focus on methods in social care. In Guzzetta terms the Vernepleier curriculum is characterized by a prospective Attitude, the Barenvern curriculum by a retrospective Attitude.

Both curricula share a static Mode, since the focus here is on the careful examination of planning procedures, to equip the process of care work with valuable information.

Students in Lillehammer stress theoretical knowledge and methodic skill when they describe their personal goals. They convey a want to master a "scientifically based" social pedagogy. They have an ambition to develop a thorough understanding of care work using existing methods properly - what we analyse as a retrospective Attitude.

The staff accentuate values and attitudes to clients and the importance of knowledge and skills. Some of the elaborations on "knowledge" and "skills" made by the interviewed staff lend themselves to an analysis in accordance with the concept retrospective Attitude, but the material doesn't justify a closer analysis of the meaning of these terms, whether it is methodical skills and knowledge or a deeper understanding of the field in its totality that are being referred to.

9 THE PRACTICE

Before we continue our examination of the programmes we have to explain how the designations *supervisor* and *tutor* are used by the college of Nijmegen. We have to do this because it will be somewhat confusing for the reader since in the documents written (the English stencils and booklets) in Nijmegen the words are used differently.

In the Nijmegen documents translated into English supervisor is referring the teacher from the college responsible for the practice. The tutor is thereby the responsible care worker at the practical placement. This way of using supervisor and tutor is not the ordinary when examining the education in Sligo for instance. There the designations are used in the opposite sense; the tutor is employed by the college and the supervisor is employed by the practice institutions.

In our examination of the Nijmegen study programme we use the Dutch translations into English but in the proceeding rendering (Malmö, Sligo and Lillehammer) we use the designations tutor for the educator employed at the college and supervisor for the care worker guiding the student at the placement.

9.1 Nijmegen

We start this section by examining the practice parts and how these courses are organized in Nijmegen.

The students go through three different periods of work experience.

The first-year practice

This period of practice is the introduction to field work for 4 weeks. In most cases, because of the young student population, this is the first time the student gets close the client. The aim for this practice is three-fold;

A) to obtain a clear picture of aims, target groups, professions, procedures.

B) to gain insight in his/her own possibilities and affinity with target groups, procedures, profession and functions.

C) the student shall form his/her own opinion on the trainee post.("First year practical training" Preliminary year SCE/SPA. p.3)

The students' practical placements, in this first year, are in most cases similar to the kind of institutions mentioned when students are going through the third year practice (see below).

There is no personal follow-up from the school during these weeks. The teacher responsible for the contact between school and institution: "the contact is a phone call to ask how it goes" (interview, Ben Collignon 1995-05-16).

Bearing evaluation in mind the crucial point is the written report, "The practical training report". In this report, 12 - 15 type written pages, the student shows whether she/he has reached the aims stated above. There is a second purpose of the report and that is the testing of the linguistic skill. It is stressed that :"The report has to be an explicit expression of your own reflections (contemplations, considerations and thoughts) on what you have seen and/or done". (ibid. p.3)

The students' own reflections are crucial through all activities connected to the practice.

Together with this report the supervisor at the practical placement will fill in an assessment form. The assessment criteria are not leading to levelled marks (see third-year practice) in this first practice. It is only stated: "The institute will receive an assessment form as regards your performance during the practical training period". (ibid. p.4)

The report is the foundation for the oral examination in sub-groups.

The second year practice

The practice in the second year is organized in another way. The students spend one afternoon during 20 weeks at an institution. The purpose of this is that the students should be able to use her/his creative skills applied to clients and to observe how these methods are used by professionals. The student has at this stage chosen one of the creative activities to be the main subject throughout the eduction. There is no personal follow up from school, i.e. no teacher will visit the institution, during this practical training. As Ben Collignon says: "...we would like to but we have not enough money to go". (Interview 1995-05-16)

The third-year practice

The third-year practice is the main period of work experience for the students carrying out their education. All year (42 weeks) is aimed to practice.

The students have then chosen one out of the three directions; Activity Guidance (Activiteitenbegleiding), Residential Work (Inrichtingswerk) or Youth Assistance (Jeugdhulpverlening).

The students who have chosen the direction Activity guidance are placed at practical placements such as: day care centres for mentally handicapped people, elderly people or care centers for psychical disturbances. The first two mentioned are most common. The students may also have their placements at a residential home for the mentally handicapped or the elderly. This direction of the education is aimed at activities with clients at first hand. (List of practical placements).

To give a more detailed list of work areas for "Activity guides" we will quote from one of the official documents:

> "academic (teaching) hospitals, psychiatric hospitals, somatic/psycho-geriatric nursing homes, homes given extra care and homes for Senior Citizens, institutes for intellectually disabled people, "surrogate" family homes, prisons and other penitentiaries; rehabilitation centres, activity centres for ex-psychiatric patients and physically disabled people, day centres for elderly, for intellectually disabled people. (Department of Creative Educational Courses. p.12)

The students who have chosen Residential Work are placed in a range from criminal centres for youth to crisis centres for women. The people living in these residential homes (big or small) have different kinds of needs. They are either physically, psychically or socially disturbed. The target groups are children, youngsters and elderly. (List of practical placements).

The work areas for students graduated from this direction are:

> Children's homes and centres for special needs. Institutes for special youth care, institutes for therapeutic care, penitentiary institutions, psychiatric clinics for children and young people, psychiatric centres for adults, homes for the intellectually disabled people, "surrogate" family homes, centres for crisis interventions, projects for giving sheltered accomodation, centres where help is given to people with addiction problems, residential units for physically disabled people. (Department of Creative Educational Courses. p.11)

The students who go through (Special Needs) Youth Work are placed at crisis centres, day care centres, treatment centres, etc., where the aim is to treat or take care of young people and sometimes supporting the family. (List of practical placements).

Optional work areas are:

> "children's homes and ortho-educational centres, institutes for very intensive treatment, children's and young people's psychiatric clinics, intitutes for intellectually disabled people, Boddaert centres, projects for giving sheltered accommodation, directing play and games in hospitals, medical day-centres for toddlers, young people's advice centres, information centres (where help is given in bringing up children and young people)"(Department of Creative Educational Courses. p.13)

From the enumerations above we may find some overlapping in work areas but there are differences given the different features of the directions within the programme.

The students choose their practical placements themselves. This isn't very diffucult for them. They choose out of a list of placements earlier used by the college. According to Ben Collignon (interview 1994 -11-18) 5 - 6 out of 70 students need help with the choice. He (or his colleagues) checks the placements (often by phone) according to the following criteria:

> - a good supervisor (practice - tutor) in the institution who is prepared to assign one hour every two weeks for supervision
> - the institution should fit the stream of the particular student (interview, Ben Collignon 1994-11-18)

To use their creative specialities can be hard and this is taken into consideration when the placement is planned.

The emphasis is put on this, the third, practice. This means that this course is well organized and it appears as well being "the eye of the needle". In fact a high percentage of the students fail, they aren't good enough to be professionals in this area of social care.

Ben Collignon answers thus when he was asked *"When and how often do students fail?"*

> "About 30%. This year I had 10 students and 3 of them failed. Last year I had 14 students and 3 of them failed. They have the possibility to do it once more. The first year we tell a lot of students that these studies are not good for you. But you can in this practical year see if you are really good in this work. It's my decision to tell the

students that they fail". (Interview 1995-05-16).

He says, when talking about the final marks that approximately 15 - 20% are given the mark "unSatisfactory". Half of the students given this mark are leaving school, the other half are trying once more. The mark "very good" is given to 10 - 20% of the students.

Supervision and tutoring of the students

The core of the practice is the use of and the development of the creative speciality chosen by the student. Of course the students also use the knowledge gained through theoretical studies.

The trainee has three different contact persons, two from the college, the supervisor (an educator) having the reponsibility for the student's learning process and the educator teaching in the creative subject (hoofvakbegeleider). These teachers have a meeting every third week to discuss matters concerning the practice.

At the institution the student has got a supervisor "the practice tutor". To give the latter support in her/his duties the college has written guidelines: "Tutoring of traineeships by the institution". The supervisor meets (should be the tutor in the sense we are used to the word) the students 18 times at the college during this year. This meeting is either individual or in groups (2-3 students). The supervisor meets the practice tutor together with the student three times. This meeting is at the practical placement for the trainee.

The "hoofvakbegeleider" meets the students 9 times, every fourth week, at the college. This is to support and follow the student's development in using the creative activity.

Some of the teachers who supervise the students have an exam called VO supervision. This is a 2-year part time education. The main subject is psychology.

In the document "Supervision" one can read beneath the headline: "The characteristics of individual supervision as a didactic method" about the ideas behind the supervision model in use. It is stated that the quality of the relation between the professional worker and the client is the most important tool in social care work. The quality of this kind of relation is determined by the following characteristics; affection, understanding, skill, courage/daring. To continue: "In fact, the student's own personality is to be employed as the main instrument in these fields", (Supervision. p.3) .

Ben Collignon gives us an example how the communication between him and the students normally turns out when they have the first meeting out of 18 supervising meetings at school. (In fact there are normally 16 of these meeting during the year according to Ben Collignon).

> "The first time we talk about their life story. I tell them mine, where I worked what I have studied and so on, and then they tell their. They tell me where they are born, about their family and so on. I do this because I don't know the students in advance. I have to make contact with them and this is very important". (Interview, Ben Collignon. 1995-05-16)

He starts with the trainee and his/her feelings. It's very important to have this personal contact to be able to discuss personal feelings about behaviours of clients and feelings when they are faced with problems within the profession.

When interviewing staff members at the college in Nijmegen we were also intererested in how theory and practice are integrated throughout the education. We asked a question:

When you have these discussions with the students at school, do you have a theoretical model in your head?

The answer on this: "A difficult question" (Ben Collignon. 1995-05-16) To get further on this track we continued by asking: *When you are talking about the clients. Is the starting point the client or a theoretical model?*

> "The starting point is the student. The student in connection with the client and the team where he is working. The three are the most important things. The humanistic model is the most important one when talking about models. In the practical year you have to do it in the practical way. I ask them if they remembered what they have read in school during the second year". (Interview, Ben Collignon 1995-05-16)

We put one direct question about the links between psychology, sociology on one hand and the practical training on the other.

> "There is not a direct link. It is only that they have the knowledge and the background and they can remember and they can use it when it is necessary. There is not a direct link. I think no". (Interview, Ben Collignon 1995-05-16)

The supervision model

The supervision is based on an idea about how learning is proceeded. The model they use is a theoretical model developed by Kolb (The characteristics of individual supervision as a didactic method, p.2). It's called "Kolb's learning cycle" and it asserts that each student has got his own learning style.

> "In supervision it is important to get a clear idea of the learning style of the student involved, so that all elements of the learning cycle can be covered, proceeding from the student's angle". (ibid. p.2)

There is a questionnaire for students to fill in. The purpose of this questoinnaire is for the student to get an idea about her/his learning style. There are, according to the questionnaire, four different ways to behave which tell you something about your personality. The students may from this question get an idea whether she/he is:

> ”The ’diverger’, the dreamer, the depressive part of the personality. The ’assimilator’ the thinker, the schizoid part of your personality. The ’converger’ the decider, the neurotic part of the personality. The ’accomodator, the player, the hysteric part of your personality.” (”Getting to know your own style of learning”.pp.4-5)

The practical use of these categorizations of the different parts of the personality being prevalent in the mind of the students is not known by us but this kind of information is apparently important since it is stated in the official documents published by the college and in use by the teachers.

A great deal of the communication between the supervisor (the teacher at the college) and the student are written communication. One example of this is:

> ”Two-three days before I meet them I have got a letter from them, I make some notes when I'm reading the letters. After the meeting I ask them to describe the meeting. We call it a reflection-note. They make a reflection from each meeting. They send me these notes after the meeting”. (Interview, Ben Collignon. 1995-05-16).

Based on this knowledge about her/his learning style the student writes a short retrospective essay about the start of the practice.

Three books are used for the supervision. These books are about how to be supervised. There is no test on these books. The aim of reading them is to help the students with their individual learning process. After this a plan for further training is worked out. This plan contains the individual learning goals for the student. This plan should be composed 6 - 8 weeks after start.

There is a mid-term evaluation where the student writes a report about her/his own performance, an evaluation about whether the learning-goals have been achieved or not. An assessment is made on how things should be changed to reach the goals, maybe some learning goals have to be revised.

The third report is the final report (20 - 25 pages). This report should contain two parts;

> - a description of the institution and the student's reflections on it
> - a report on the process. A description of the student's work, performance and what has been achieved during the practice. (The conclusion of the supervision. p.1)

In this process report the student is producing a self evaluation. She/he should: "Evaluate your working/learning process in the following terms: good/satisafactory/sufficient/very unSatisfactory". (ibid. p.2).

The supervisor (teacher at the college) has the responsibility for the final evaluation. To make a correct evaluation the supervisor has to contact the practice tutor of the institution. Apart from this consultation the evaluation is done according to the college's evaluation criteria. Four marks are used Very good, Good, Satisfactory, UnSatisfactory.

Ben Collignon answered thus when given the question about what criteria are used when students are told not to continue the trainee-ship because of unSatisfactory results:

> "They are very subjective. I have a conference with the institution and we together say that isn't it better that she leaves the institution. Because you haven't learnt on that learningpoint or on that learningpoint. It is not enough. You are not the person for this studies." (Interview, Ben Collignon 1995-05-16)

As Ben Collignon says when talking about the most important learning points for the students during the practical training periods:

> "To know who you are. You have to know what can I, who am I? What am I good at and what am I not good at? Can I express myself? Selfconfidence. Can I express my self?" (Inerview 1995-05-16)

This personal development is confirmed by another teacher at the college.

He is one of the teachers of "Bild and form". He is representing one of the creative subjects and he meets the students 9 times during the practice year. He follows the development of the students and he has discovered this:

> "I can see how students change during their education. The first year I call them little mouses The difficulties are that some students they come to this school because of the creative subjects but they don't realize that they have to use it in the social work. In the second year there is the great 'aha-erlebnis' and then it becomes clear how they can use it in the social work. After they have done their practical year they have changed. They have changed from mouses into hawks. They have grown. We have a big discussion here about creative subjects. I call it a secret treasure and we have to make this treasure clear by theory but a part of the secret you have to put your hand off and keep it a secret. You can't explain everything. It's the fire in you with which you can make contact with other people". (Interview, Albert Saunders 1995-05-16)

The teachers supervising students are also giving lectures in theoretical subjects.

One of these teachers, Paul Berkers (interview 1994-11-18) runs a course called "Residential work". The link between this course and the practical training parts of the education is evident. He gives lectures in the first, second and fourth year about systems therapy and family therapy. His lessons are about how to analyse situations out of video-tapes and books. The students are discussing their own reactions and actions in the group of students. He also works together with the "Dance and Movement" teacher (one of the creative subjects should be used during practice). During these lessons students learn about their reactions and how to behave when meeting different kind of odd behaviour. They are also taught how to use their creative skills in their work with these people. At the time of the interview Paul Berkers was responsible for 8 students in practice.

He says that the marks given in practice are based upon the students'

> abilities and progress in
>
> - practical work
> - supervision
> - creative ability in the placement

and the assessment is done by

> the supervisor based upon the staff's judgement in the institution. (Interview, Paul

Berkers 1994-11-18)

9.2 Malmö

When depicting how the practice is organized in Malmö we have to keep the two main directions apart.

Firstly we will give a view of the common structure. In the second year all students spend 20 weeks (one semester) in a placement. In the third year the student has an option between theoretical courses or supervised practical work. These options are 10 weeks courses, i.e. a student in Malmö has either 20 weeks or 30 weeks of supervised practical work.

The aims are stated in two syllabuses:

> "Aims for the supervised practical work (both directions):
>
> The student should be able to convert his/her theoretical knowledge into practical socialpedagogical/social care work and acquire knowledge and skill of value as well for further academic studies as future professional work. The student should with help from supervision develop his/hers ability to systematically reflect upon intellectually and emotionally aspects in socialpedagogical/social care work thereby laying the foundation to a personally and theoretically established behaviour in the future professional work". (Kursplan. Social omsorgsexamen, 120 poäng med inriktning mot äldre, funktionshindrade och utvecklingsstörda. Kurs 5. Handledd studiepraktik, 20 poäng, p.1 and Kursplan. Social omsorgsexamen, 120 poäng med inriktning mot socialpedagogiskt behandlingsarbete, Kurs 6. Handledd studiepraktik, 20 poäng p.1)

The direction towards the care of the elderly, the disabled and the mentally retarded.

To get the reader an idea about the differences between the two directions given within the education in Malmö we will quote from what is said about the aims.

> "The Educational programme for Social Care directed towards the care of the elderly, the disabled and the mentally retarded aims to prepare students for their future professional functions as managers and supervisors in the social services, for example in the capacity of district managers, home-help administrators, and superintendents of care units for the mentally retarded"
>
> (Educational Programme. p.1)

On this follows that the students fulfil their practice in day and night institutions for the elderly, the disabled people or the mentally retarded. They could also practice in a day care centre or together with a social service administrator. The supervisor at the working place is always a manager/administrator for a social service district or one or more institutions. The supervisor could also be an administrator for the home-help services.

Contents for the practical training period is said to be:

> - Training in, within the framework of the managerial position, planning and conducting the social care work
> - Prepare to apply legislation in force and on appropriate assessments of the needs of elderly
> - Training in evaluating the effects of the student's own and others achievements
> - To develop knowledge about aims, organisation, leadership and methods where the social care is carried out
> - Prepare to work consciously and methodically with social problems, with regard to the ability to identify and to analyse problems and to decide about measures
> - Guided by the supervisor the student should expand his/hers view on his/hers reactions and experiences in the practical work (Kurs 6. Handledd studiepraktik p. 1)

The direction towards social-pedagogical (social-educational) treatment.
The other direction has somewhat different content. The aims for this direction is thus:

> "The Educational programme for Social Care directed towards social-pedagogic treatment aims to prepare students for their future professional functions as treatments experts, or holders of corresponding posts, in activities conducted for the benefit of psychosocially exposed children, adolescents, and adults, chiefly within the framework of the social services, psychiatry, correctional treatment, and school schemes. Social-pedagogic work along these lines is of a preventive and supportive as well as of a therapeutic character".
> (Educational Programme. p.1)

The working places used by the college as practice placements are mentioned above. Further examples of these activities are: Day and night institutions/homes for children, young people or adults. Social services in day centres for adults. Some of the institutions for youth are aimed at correctional care i.e. the youngster is forced to spend his/her time in the institution. Since legislation in Sweden allow social workers to use coercive measures, institutions for adults are as well used as practice placements. Family social work may also be a possible practice as well as child psychiatry. Within the immigrant services some placements are also found.

Contents:

> - Training in planning, realizing and evaluating of the social-pedagogical work with children, youth and adults
> - Guided by the supervisor the student should develop a theoretically and a personally established attitude in the social - pedagogical work
> - To train the empathical understanding and the communicative skills
> - To develop knowledge about aims, organisation, leadership and methods of treatment
> - Guided by the supervisor the student should expand his/hers view on his/hers reactions and experiences in the practical work. (Kurs 5. Handledd studiepraktik. p.1)

Supervision

The organisation concerning the practice is similar for both directions.

In the guide for students some aims for the practice are pronounced: "...a significant implement to encourage your progress towards the profession" (Studiehandledning, kurs 6. Handledd studiepraktik, 20 p.1) It is stressed that the student's own activity is central to obtain maximum learning out of the practice.

> "Dependent on your earlier professional experience and your learning-requirements you should plan the content of the practice together with your supervisor..."
> (ibid. p.1).

The students have different needs dependent on age, previous profession, self-reliance and so on. (The average student is older than the Nijmegen and Sligo student and has not seldom earlier work experience when entering the education, see chapter 6). Since the student's needs are central the ultimate objective will be different but: "In the latter part of the practice it is implied that you with support from your supervisor are able to accomplish some tasks independently". (ibid. p.1)

Each student has her/his own supervisor at the working place. The supervisor has different tasks in the daily work depending on if the placement "belongs" to the direction aimed at leadership or the direction aimed at social-pedagogical profession.

In both cases there is a strive to find well-established professionals. Not seldom supervisors are former students graduated from the college in Malmö.

The supervision part of the practice is very important for the progress of the students' skills. "Follow-up of the progress in practice is done continuously through regular conversations about your progress, between you and your supervisor". (Student handbook, p.1)

Before the students enter their placements there is a preparatory meeting. The purpose for this meeting is to discuss each student's personal aim and her/his most important learning-points.

The college teacher meets the student and the supervisor at the working place three times for 1 - 2 hours. The purpose of this is to get information about the progress of the student. The student's learning-points in relation to the working place is then discussed and a plan for the practice is confirmed. Furthermore the purpose is to support the supervisor (and the student) in finding relevant tasks for the student to perform at the working place. The college teacher, in most cases, knows the student well and has got an opinion on the student's learning needs and her/his capacity concerning academic studies. The college teacher tries to help the student to find the relevant connections between theory and practice.

Three times all the students and the college teachers meet at school. The students give a report on different tasks given by the college teacher in advance, such as: description of the activities, what are your main duties at the working place, what have you learnt from performing these tasks, what are your experiences of the profession as it is performed by the professionals at the working place. The purpose of this is for the students to exchange experiences and to learn from each other. The intention is also to create possibilities for the students to talk freely about her/his feelings about experiences.

The college teachers also meet the supervisors three times at the college. The first meeting is together with the students. The supervisor and the student meet for the first time and should discuss practical details as working hours, meals, transportation and so on.

The other two meetings with supervisors are aimed at different matters in connection with the trainee-ship: supporting the supervisors, exchange of ideas concerning appropriate tasks for the students to perform, discussions about students' learning - progress etc.

To improve the professional role of the field supervisor, the college has in the spring semester of 1996, started to give the supervisors an education in ”Methods of supervision”. The purpose of this course (carried out every second week for one semester) is, apart from the above mentioned, to tighten the connections between the college and the field supervisors.

Report and mark-setting

The student composes a report on her/his experience from the practice. The student is encouraged to reflect upon her-/himself. (Praktik-uppgift, p.1) The reflections should be about the process the student go through when adjusting to the professional role, about the feelings and her/his own view on personal development. The student is rallied to put down her/his daily experiences in a diary. These thoughts worded form a good basis to be used in the supervision.

It is not specified how many pages this report should contain but the more the better because this is a good tool in attaining a professional attitude. This report together with the estimation made by the supervisor is the foundation of the mark-setting by the college tutor. To help the supervisor in her/his judging the skills, performed by the student , there is an assessment form with assessment criteria. There is also an assessment form to help the student to evaluate her/his own abilities acquired during the practice. The assessment criteria (the same for both students and supervisors) are:

Abilities to:

> ”receive instructions, carry out tasks related to the working place, oral and written reporting, power of initiative, organizing and leadership. (Support in discussing and evaluating the practice, p.1)

Under the headline Attitude some abilities important for professionalism are mentioned:

> ”to start, keep up and complete relationships (to clients), self-reliance, the ability of cooperation, flexibility, the ability to evaluate items important for care-giving, to show curiousity and commitment, the ability of showing empathy in the client's situation”. (ibid.p.1)

The abilities in problem solving:

> "to analyse different circumstances and find relevant solutions, to reflect upon alternative solutions and evaluate the consequences for the clients, to perform any of the different alternatives".(ibid. p.1)

The student and the supervisor are requested to give their view on how the supervision was performed: to what extent was the student active in contributing relevant matters in the supervision? How was cooperation between supervisor and student?

In the end the student is requested to make a summary of the most important learning-points during practice.

The college tutor is giving the marks Satisfactory or UnSatisfactory guided by the supervisors' evaluation of the student's progress and how the report is accomplished.

9.3 Sligo

The structure of the practice of social studies in Sligo are thus. On the Certificate level (2 years) there are two periods of practice, in the first year 6 weeks and in the second year 8 weeks. On the diploma level there is a period of 12 weeks practice.

To start with we want to examine the aims and objectives for

The practice on the Certificate level.

In the chapter Course Introduction:

> "(The practice)... is a broad based generic course which prepares the Student to function successfully in a future world of Education; Training and Employment in a broad range of Social Care settings dealing with Youth, Child Care, Elderly, Mentally Handicapped". (National Certificate in Applied Social Studies [Social Care], p.3)

Examples of the "broad range of care settings" are divided into these fields: (Practical Placements. List)

Child - residential care, hospitals, special school for impaired children, special schools for emotionally disturbed children, family social work, child psychitric centre, mentally handicapped children

Play - social services playgroup, play therapy in hospital

School - special schools for mentally handicapped, deaf children, Montessori school, primary school, school for mentally and physically disturbed, boys home and school, secure unit and school for boys

Homes - home for elderly, group home for mentally handicapped adults, home for homeless boys, geriatric home, teenage girls' home, hostels for homeless men, hostel for homeless boys, home for adult female, hospital for severely handicapped

Resource- family centre, youth work, day centre for physically handicapped, psychiatric day care

Care - day care centre, psychiatric day care centre, vocational training centre, hostel - children at risk

Mental handicap - school, adults, training centre, hospital for seve-rely handicapped

Youth - youth work, youth centre, youth services, youth work in community, youth info centre, youth club, hostel for homeless youth, young offenders remand and assessment

These care settings are spread all over Ireland. (Sligo is a small place). Almost all kind of placements on the list are used in all three periods of practice, but some are most suitable for second year and diploma students. The students are recommended to choose out of the list. When choosing the student has to regard: "your own level of experience and your learning needs of this time" (File regarding placement of social studies students, p.1).

The students are asked to aim at versatility between year 1 and year 2. In Diploma course students should choose a more challenging kind of placement.

The choice made by the student has to be confirmed by the placement coordinator; she has to match student and placement.

> "Students will not choose themselves because that might create problems with a division popular - unpopular placements. Placements are quite easily enlisted and the placements they use are quite good. For 10% the match student - placement is a bad one". (interview, Margaret Gilmore 1995-10-16)

When searching for explicit aims for the practical training periods one has to turn to the introduction of "Guidelines for supervisors": "The aim of the placement is to give the student an opportuninity to gain experience of working with people, and to gain insight into his/her own capabilities and learning needs" (Gilmore p.2)

Supervision

The student is supervised by an experienced staff member during the placement.

> "The supervisor will be responsible for guiding the student, assigning suitable tasks, discussing issues in relation to work, and completing the report on the student's progress at the end of the year"/.../"A Satisfactory report must be achieved or else the placement must be repeated, before progressing to the next stage". (National Certificate in Applied Social Studies (Social Care). pp 45 and 69).

The report mentioned above refers to "Placement assessment" which is a sheet wih assessments criteria covering seven areas. The supervisor will give her/his opinion on; interest in and commitment to work, ability/willingness to learn, general reliability, attitude to staff, ability to operate effectively within the structure, ability to relate with clients, professionalism.

The criteria in this assement form should be discussed with the student. In addition to this form the student should provide a report with thoughts about personal development: "....on the experienced gained, and it is important that a student can reflect on areas where further work is deemed necessary for his/her own development". (Guidelines for supervisors, p.3)

The student's placement is an integral part of the subject Applied Social Studies. The students learn this subject during 81 hours in the second year. The contents of this course are: "Needs and Rights of Individuals and Groups, The Life Cycle, Social Service Provisions Skills Development (self-awerness skills, attitudes, values and motives)". (National Certificate in Applied Social Studies. p.15).

Some of the lessons are used to placement preparation. They are then discussing:

> What can they expect? What can be expected by them? What kind of work should be done? How could they act in tense situations (sexual harassment, overt aggression, etc)? She also looks at students possibilities to work (in placements) and to expand their knowledge of the different subjects. Together with this place-ment preparation is done through;
>
> a) a visit to the place
>
> b) a report on what kind of work they have to carry out
>
> c) discussions how they deal with certain problems (see above)

> There is a discussion when they come back on what they have experienced during the placement.
>
> (Interview, Brenda Boyle 1995-10-16)

During the practice each student has a tutor (a teacher from college). The tutor's role is threefold: educational, supportive and training (more about the tutorial below). The tutor will meet the student and the supervisor at the placement 1-2 times during 1-2 hours. The student is expected to have given some considerations about her/his learningpoints before this meeting.

The practice on Diploma level

The practice is also here linked to the subject Applied Social Studies. The students are given lessons for 84 hours and work placement during 12 weeks (full). The knowledge given in this course is additional to the first two years. "Students will have experience of observational placements already on the National Certificate in Social Studies..." (National Diploma in Applied Social Studies. p.14).

In this quotation it is stated that the first two placements are *observational*. The Diploma course is *additional.*

The objectives for the course are expressed thus:"Use the skills already developed"..."continue to develop"..."To fully understand..." (ibid. p.14) The course content covers following areas: The Family, Young people, Delinquency, Psychically and mentally handicapped people, the Elderly. (ibid. p.14)

An identical assessment form is used on Diploma level as on Certificate level. (see above). The supervisor at the placement and the tutor from college also have similar tasks as stated above.

The actual tasks for the tutor is more developed in the text concerning the Diploma course. The role is threefold (as in the Certificate):

> "Educational:
>
> The tutor should:
>
> - discuss with each student his/her educational/learning goals
> - help the student monitor and evaluate his/her own work
> - keep in regular contact with other staff .....
>
> Supportive:
>
> The tutor should:

- allow the student to discuss freely and without of fear of retribution his feeling about the course and the work expected........
- allow the student to discuss openly any other problem...

Training:

The tutor should:

- guide the student towards the applications of theory and practice
- make arrangements for placements and supervision to these placements
- monitor the day-to-day aspects of the students practical work, and placement work".

(ibid. p.16)

The student's placements are evaluated through the asessment form filled in by the supervisor and the written report by the student. "Practice marks are either Satisfactory or Not Satisfactory. But there is a discussion to introduce 'Merit' and 'Distinction' ". (Interview, Brenda Boyle 1995-10-16).

9.4 Lillehammer

When examining the practice parts within the different programmes in Lillehammer, we have to look at them seperately because they are somewhat different in how the practice is organized and different when regarding contents (as the study programmes of Malmö college).

We start with the:

Vernepleierutdanning

The structure of the practice is: In the second year there are two periods of practice, 8 weeks and 12 weeks. In the third year there is one period of 20 weeks. As we will see below all of these weeks are not full practice weeks.

There is a strive to combine theory and practice throughout the education and this strive is stressed when scrutinizing the practice parts. This is stated in the curriculum for the "vernepleierutdanning":

> "Gjennom vekslingen mellom *teori* og *praksis* skal det sikres at den enkelte student får mulighet til å anvende kunnskapen i konkrete arbeidssituasjoner. Arbeidsformene bygger på at evnen til metodisk arbeid utvikles i brytningen mellom teori og praksis. Teori og praksis oppfattes som komplementære, det ene forutsetter det andre".

(Studieplan for 3-årig Vernepleierutdanning. p.8)

The first practice (8 weeks) aims at practical work in placements giving care to clients with extensive needs for assistance, also with somatic and nursery kind of care ("pleiemessig").

"The learning points for this practice are to:
- acquire knowledge and skills in identifying entire needs for care and assistance
- acquire knowledge about diseases and preventive procedures
- acquire knowledge on consequences (as above) for the daily life and coping processes.
- be able to evaluate, make plans for, and carry out targeted care end medical care
- be able to evaluate how the environment could be corrected to achieve maximal quality of life
- acquire insight on how the working site could be adjustes to achieve good cooperation between different professionals
- be able to evaluate the aims for the placement, structure and methods in relation to the ideology in action". (ibid. pp 20 - 21)

The second practice (12 weeks) during the second year is "client" - oriented. The students should work in direct contact with clients. In this practice period the student should produce a report about the learning points achieved.

Important learning points are:

"- to use theoretical knowledge achieved in theoretical studies about organisation and planning
- to train skills to be able to analyze and be aware of his/her own professional part in relationship to the client
- to acquire knowledge about the clients conditions of life and needs and achieve knowledge in ways in which these needs are met or could be met
- to acquire knowledge about how to observe and chart the client individual needs
- to acquire a view about how social services are organized and methods in use
- knowledge in how the principle of normalization in used in every day work"

(ibid. p.20)

The third practice (year 3). 20 weeks is named "client - oriented pratice with deeper studies". This practice is aimed at work with mentally handicapped people. During this practice the students should produce an essay, in groups.

These 20 weeks are organized thus; in the first two weeks there are lectures oriented towards practice; the students meet for a week during this practice period to be guided in groups by teachers and again the students in the last two weeks meet to complete the essay.

The learning points are:

- get experience about technology used in habilitation and rehabilitation
- to practice evaluation of methods as a foundation to create new understanding and experience to be used in a new context and establish a foundation to further development
- to acquire knowledge and skills to be able to evaluate different reporting systems
- to acquire knowledge of and gain experience in how personal attitudes effect interactions towards clients
- understanding inadequacies and daily life situations for the clients
- to experience, evaluate ethical and professional problems in relation to clients and how legal security is taken into consideration
- to acquire skills to evaluate, plan and accomplish care aimed at learning and development for the client
- to understand the aims of the working place, structure and methods in relation to principles of care
- to be able to evaluate aims of the working place, structure and methods in relation to public policy of care". (ibid. p.21)

Barnevernspedagogutdanning

Here we find the same strive for combination of theory and practice as we have written above when examining Vernepleierutdanningen (Studieplan for 3-årig Barnevernspedagogutdanning. p.7).

The practice, in all 28 weeks, is divided in two parts; 14 weeks the second year and 14 weeks the third year.

The first pactice should, in the first place, aim at training in day and night institutions for children and youth. The students may as well go through the practice in working places aiming at prevention and environmental tasks among children and youth. This work could be performed in the families or in day settings.

The most important learning-points are:

"- to acquire knowledge about the organization and administration of the working place and furthermore its role in the welfare system ("tiltaksapparat")

- to acquire knowledge about how the social pedagogical work is carried out
- to execute social pedagogical work with children and youth, which is; observation-/charting, environmental methods and reporting
- to train skills in evaluating measures and methods." (ibid. p.24)

During the practice the students should produce a report based on the aims for the practice.

The second practice (year 3) the students should write an essay, in groups. Preferably these groups should be a mix of students from the three programmes (Social work, Welfare nursing and Child welfare). The themes should be related to the practical placement. (This is a contradictory statement, we can't find this in the "Vernepleier" curriculum). The placements could be in various kinds of intitutions and activities where social pedagogues are performing their profession.

The aim is to give the students knowledge about social circumstances in society and training in converting the knowledge gained in the theoretical parts of the education about client-oriented work. The period of practice starts with a preparing week and is finished with an after-practice gathering. (ibid. p.25)

Guidelines to students and supervisors

There are documents to guide students, teachers and supervisors throughout the pratice.

One of these documents "Informasjon om praksis for Barnevernspedagog- Sosionom- og Vernepleierstudenter ved Høgskolen i Lillehammer" gives rules for different matters concerning students' learningpoints, supervision, student reports, the contact between college and practical placement, working hours, evaluation etc. The crucial point is the "Learning agreement" (ibid. p.2) which should contain aims for learning of the training, how the learning is planned to be performed, process chart, plan for supervision. This learning agreement should be signed by the teacher, the supervisor and the student before the end of the third week. The agreement together with the aims for the practice (see above) are the basis for evaluation.

Meetings between student are regulated in following items:

"- The student's evaluation about his/her functioning at the placement
- The supervisor's evaluation about the students functioning

- Evaluation about how the student has managed to carry out items stated in learning agreement
- The relation between student and supervisor
- Discussion about how the time for supervision is used (one hour each week is stipulated for discussions between student and supervisor)
- Discussion about the items in the learning agreement
- Planning for the rest of practice" (ibid. pp 4-5)

There should be held a final evaluation meeting in the last two weeks before the finish of the practice. This meeting is in first hand between the supervisor and the student. If necessary a teacher from college should be present at this meeting. Before this meeting both student and super-visor are obliged to write an evaluation report. It is stated that the most important assessment criterion are how the student is able to use professional knowledge and experiences.

In the second practice the students should write a report. The evaluation should be based on three assessment areas: The learning agreement, the aims (how the college express them) for the practice and the reflections made by the student on her/his acting during the practice.

The rules for assessment, practice marks and how to appeal are regulated in detail in a document: "Regler for godkjenning/underkjenning av praksisoplæring i Helse- og Sosialarbeiderutdanningene og prosedyre-regler vid godkjenning/tvil om godkjenning/underkjenning ved Högskolen i Lillehammer".

The students are given practice marks either Satisfactory or Unsatisfactory. If the student is given the mark Unsatisfactory she/he can appeal (ibid. p.3) to the college board. The student has the right to do the practice once more if Satisfactory marks are not gained.

Time for this is given since the student should spend 30 hours a week at the practical placement, the hours up to full-time studies are aimed for studies.

In the third year the report is performed as an essay. Students should elaborate on questions raised during placement.

About supervision

To guide the employees taking an active part as supervisors for the students there is a document: (Sveum, B.) This document, 15 pages, is containing some theories about guidance, about learning development, advise for practical arrangements etc. There is also an exhaustive bibliography added to this document.

9.5 A comparison on the practice

To start with we want to sum up the different time spent by students in practice within the different programmes.

Table 9.1. Length of practice.

	Nijmegen	**Malmö;** optional courses	**Sligo**	**Lillehammer;** Vernepleier/Barnevern
Practice; weeks/length of programme	47/168	20/120-30/120	26/99	40/112-28/112
Percentage weeks/length	27%	16 - 25%	26%	35 - 25%

From the table one can see that the time spent in practice ranges from 16% (Malmö) to 35 % (Lillehammer, Vernepleier) of all the programmes. The distribution between practice and theoretical studies are similar in Nijmegen and Sligo.

The *number of practice periods* varies. In Malmö it is possible to spend only one period in practical training, in Lillehammer and in Sligo three periods.

Nijmegen is unique when comparing these four programmes. The students spend one year (42 weeks) at a single practice placement.

Assignments, mark setting, supervision and reports

These different *matters of organization* refer to quantitative similarities and differences. Of course these differences, for instance the length of the practice in Nijmegen give different opportunities to develop professional skills. We will now continue our examination by looking at some further comparisons of qualitative character.

comparisons of qualitative character.

The different colleges seem to have similar ideas about supervision, guidelines for students, student reports, assignments, mark setting etc.

Still we find some noticeable diffrences. The college of Nijmegen is the only one, which at this moment, has got a four levelled mark setting for the evaluation of the student's performances during the stay at the practice placement. One thought which appears in our heads is that this fact is maybe the reason why quite many fail to fulfil their practical part of the education in Nijmegen. (30% according to the interview with Ben Collignon).

On the other hand the same informant tells us that the mark-setting is rather (or even very) subjective. We think this subjective "judgement" is due to the fact that the informant has experienced hundreds of students in the education throughout almost twenty years. The different assessment criteria and how to value them are then a integral part of the professionalism and a qualified guess is that he is right most of the times when he "feels" that the student is not the person for this job.

In coherence with this is to be mentioned that the responsible educators of the college in Malmö tried for a period of two years to estimate the student's endeavours on a three levelled scale. We have now returned to the two levelled mark setting; "Satisfactory or Unsatisfactory".

In Sligo there is a discussion to introduce a four levelled mark setting.

It is hard to tell whether these different thoughts about mark setting is telling you anything about the real quality of the students' abilities to be "good social care workers".

Another difference is between the writing of *reports*. The Nijmegen students seem to write quite many pages reporting their experiences during the practice. They are not only producing a lot of pages, they also seem to be very reflective and self evaluating according to the guidelines of how the reports should be carried out.

The programme of Nijmegen is also the most "student centred". This matter of putting the student in focus leads us into an important issue.

Personal growth

The four different programmes are practice oriented. Therefore the practice parts ought to be crucial for the training of the students, the training into the profession as a social care worker. Further the practice parts of the educations should be the meeting point between the professional context and the theoretical framing as it is determined by the college.

When comparing the programmes we find a strive to give the students opportunity to develop personal growth in different ways.

To begin with this strive is explicitly stressed in the educational programme of Nijmegen. We find examples of this in different documents stating how the practice should be organized. In the document about Supervision it is said that an important matter is "...the student's own personality is the main instrument..." (Supervision p.1) and that "...the relation between the professional worker and the client is the most important tool in social care work". (ibid.p.1)

The importance of the quality of the relation between the care worker and the client is frequently stressed. These statements give focus to the importance of personal growth during the education.

We find as well apparent indicators on this strive when examining the follow up from the college tutor. There is a strong emphasis on the students' personal feelings towards the client.

The final report gives a vast scope for self evaluation. These matters together with the development of the use of creative skills in the work with the clients give the Nijmegen student good possibilities to develop personal growth. Another factor which speaks in favour of this is the length of the practice (and of the education). In this respect the programme of Nijmegen is outstanding.

In the programme of Malmö we find some pronouncements about personal development. In a document it is stated :"...the student should expand her/his view on her/his reactions and experiences in the practical work" and "...develop her/his ability to systematically reflect upon intellectually and emotionally aspects..." (Kursplan. Social omsorgsexamen, 120 poäng med inriktning mot socialpedagogiskt behandlingsarbete, Kurs 6. Handledd studiepraktik, 20 poäng p.1)

In the report produced by the students they are requested to reflect upon themselves.

Compared to the programmes of Nijmegen, we can't find the same articulated aims for personal development in the Malmö programmes.

The Malmö students should, according to the documents, observe the existing social care work and reflect upon it.

In the programme of Sligo we find some indicators on the possibilities given for personal growth. In the aims for practical placement it is said that: "...(the student should) gain insight into his/her own capabilities and learning needs". (Guidelines for supervisors p.2)

In the same document it is stated that the student should provide a report on importance of the student reflecting on areas where further work is deemed necessary for his/her own development.

In the Sligo programmes the tutor has a distinguishing quality. His/her role is to support the development of the students' skills as well as his/her personal development.

The general thoughts about the practice, in respect of students' personal development, seem to be very similar in Malmö and in Sligo.

In the programme of Lillehammer we can't find these goals concerning personal growth at all in the documents concerning the practice.

This does not mean that the Lillehammer students don't grow in a personal sense during practice. Maybe it is so obvious for them when planning the practice that they don't even mention the strive for personal development.

The integration between theory and practice

We find different aspects on this strive in the programmes. The strive is more or less articulated and has different exponents.

In Nijmegen the creative subjects seems to be the point of intersection. In the second year the students apply their theoretical knowledge on clients or group of clients. In the third year practice the "hoof-vakbegleider" meets the students 9 times (the supervisor [the tutor] meets the student 18 times) during this year to follow the progress of the students' skills in performing her/his creative activities. The "hoof-vakbegleider" is generally not a social worker trained to be an educator in social work, she or he are artists within the areas of the creative activities.

We have also found that the "hoofvakbegleider" and the teacher of one of the main theoretical courses are giving lectures together. The aim of this cooperation is to train students to meet clients in difficult situations. There are also meetings between the "hoofvakbegleider" and the responsible practice teacher at the college.

In Nijmegen it is not the usual three party meeting; student, teacher, supervisor. It is a four party meeting; the responsible teacher, the teacher of the creative activites, the student and the fieldworker.

This demands good cooperation between the parties but when this is adequate the outcome may be of high quality for the students' progress. The vast reports given by the students, both in written and oral forms, give a certain strength between theory and practice. Through all the reports the students have these concepts in mind; planning, accomplishment and evaluation.

In Malmö there is a strive to connect theory and practice, this could be read in the official documents: "The student should be able to convert his/her theoretical knowledge into practical socialpedagogical/social care work..."(Kursplan. Social omsorgsexamen, 120 poäng med inriktning mot social-pedagogiskt behandlingsarbete, Kurs 6. Handledd studiepraktik, 20 poäng p.1)

When depicting further documents the links between theoretical contents and practice are implicit.

In Malmö there is a strive to give a continuous personal follow up through all the education. Some of the teachers in theoretical subjects (different subjects) are also responsible for the contacts between college and practical placements, i.e. the teachers have met the students in theoretical courses before they enter the practice and the teachers have thereby knowledge about the students' abilities in the theoretical parts. Teachers may also meet them after the practice in a theoretical course and will then have opportunities to follow up events during practice.

The teachers have some useful information about the students and have some good opportunities to support the students continously.

In Sligo you find these links in one of the subjects; Applied Social Studies.

You find this subject both on certificate and diploma level. During lessons within this subject the students are preparing the practice and evaluating experiences gained through practice. Compared to Malmö the link is the subject not the educator in person.

This is an important issue. The link between a certain subject and the practical parts of the education gives a kind of continuity which is stable. The personal links which are more prominent in the Malmö programme may give another quality to the integration between theory and practice but a more unstable continuity.

In Sligo there are both links; the subject and the person. The latter is referring to the role of the tutor.

In Lillehammer you find a similar strive written in the official documents as in Malmö. In Lillehammer they stress these links even more than they do in Malmö. "Teori og praksis oppfattes som komplementære, det ene forutsetter det andra". (Studieplan for 3-årig Vernepleier-utdanning. p.8)

In Lillehammer the students fulfil an essay in the third year whereby the links between theory and practice are obvious.

In both directions, though the length of practice is different, the students are examining issues related to a practical placement. Before the "practice" the students are prepared through theoretical studies and after the field observations and reporting there are after practice gatherings.

This last year practice in Lillehammer is different compared to the practice parts of the other colleges. The emphasis is put on observation and reporting not on performing the actual social care tasks.

This integration between theory and practice give a certain quality to the progress of the students' skills which we don't find elsewhere.

The differences between Lillehammer, Malmö on the one hand and Sligo and Nijmegen on the other are partly due to the fact that in the two first mentioned the organization of the theoretical studies are thematic. These themes are often given a practical quality to the subjects.

We will return to the issue about **distribution between theory and practice** and the importance of **personal growth.**

At a first glimpse you are seduced into the thoughts that the more theory the better the education the students are given. This is when you are looking at it from an academic point of view. You will also be seduced to think that the social care workers in the field, because of their practical point of view, want the students to get more practical training in the educational programmes.

This matter is investigated in a study performed in Malmö (Högström & Stenberg, 1995). When asking the professionals of social care about their demands on the balance between theory and practice, they want the students (who are likely be their colleagues and successors) to be well equipped with theoretical knowledge before entering the scene of social care. This was obvious when asking the 18 managers in social care that they think the distribution between theory and practice is satisfying in the programme of the college of Malmö.

In the same study it was also obvious that the most important task for the college, adjacent to profound theoretical knowledge, is to give good opportunities for the students to grow in a personal sense.

The personal development, the growing into the profession, is the most outstanding feature for the students. Without this you can't act in the field of social care.

10 SYNTHESIS

10.1 Compatibility of the different programmes

We will now try to find out whether the students graduated from the different colleges have possibilities to apply for a job in the social care labour market in the countries investigated. We will try to find answers to the questions: Are the Nijmegen students prepared enough to apply for a position as a social care worker in Sweden, Norway and Ireland? Are the Malmö students trained to apply for a position in the Netherlands, Ireland or Norway? etc.

In order to make these comparisons we have to exclude linguistic differences and differences connected to the students' former work experiences or other personal factors. We also have to be indulgent towards some cultural differences.

We start out from what the students have been able to learn from the actual educational programmes. The starting point is how the students are moulded by the education.

It is also implied that "social care" as field of action is defined by the different combinations of subjects in the educational programmes all and sundry by the practical placements used by the colleges.

When depicting our material in this respect we find that the Nijmegen students could fit almost anywhere in the other three countries. The subjects they have been studying in their college, you will find them as well in the programmes of Sligo, Lillehammer and Malmö. This statement we can make if we examine the programmes in general. If we take a closer look at the particular directions within the different programmes we find some differences concerning the possibility of getting access to some working fields in Norway and Sweden. (We are now excluding the true fact that all programmes aiming at social care are not exactly similar in Norway and Sweden. Such a comparison between the colleges in Sweden and between the colleges in Norway will probably show some differences on the same indicators we have investigated in this essay).

The Nijmegen students from the direction *Special needs youth work* find their correspondence in the Norwegian "Barnevernspedagog" (the shortneing Bv. is used in the tables below) , in the Swedish "Social-pedagog" (the shortening Sp. is used in the tables below) and in the Irish Certificate+Diploma education.

The students from the direction towards *Residential work,* who are trained to work with clients in all ages in institutions of different kinds, find their correspondence partly in the directions mentioned above but also in "Vernepleierutdanning" (the shortening Vp. is used in the tables below) of Lillehammer and the direction "towards the care of the elderly, the disabled and the mentally retarded" (the shortening Handicap. is used in the tables below) of Malmö.

In both cases, of Malmö and of Lillehammer, it is a bit tricky to compare because in Norway the "Vernepleierutdanning" is more concerned with somatic care than they are in Nijmegen. In Malmö the students from this direction are trained to be leaders of staff, in Nijmegen this is a second hand (or even third hand) urgency. Apart from this they are well equipped to work in direct contact with the clients, at least in Sweden. In Ireland they would probably fit in all units giving social care to mentally retarded or elderly.

The Nijmegen students trained in the direction*Activityguidance* are, when they are compared to their counterparts in the Swedish educational system and when the labour (the social care educational system and labour market) markets are examined, a bit different. The core of this training is to help grown ups and elderly with physical or psychical dysfunctions to activate themselves. In this respect they seem alike the Swedish "Occupational therapists" (in documents written by administrators of Nijmegen we find sometimes this strand translated to "Occupational therapy") and in Sweden there is a three year college education separated from "Social Care" aimed at occupational therapy. These occupational therapists, in Sweden, are employed in day care centers for mentally retarded, the psychiatrically ill and the elderly.

Even if the educational systems of Sweden and the Netherlands are different, the knowledge and skills developed by the students from this direction in Nijmegen are of course useful and longed for in the social care labour market in Sweden as well. We have no sufficient information about the educational systems in Ireland and Norway to tell wether the labour market is similar or not concerning the "Activity guides".

Apart from these differences we think that the Nijmegen students would be very useful in the social care labour market in Sweden, Norway and

Ireland.

Apart from the length of the programme and the consistent strive to master a creative activity (a particular Scope) the Nijmegen educational programme is prospective in Attitude and the Mode is dynamic. i.e. the Nijmegen students are "fostered" to trust themselves and to their methodological skills and not to copy how things are used to be carried out. They are so to say good "change agents". This is of course not a non problematical attitude but it makes the social care moving forwards.

Table 10.1 The compatibilty between the different strands in Nijmegen and their corresponding strands in the other colleges

	Malmö		**Sligo**	**L-hammer**	
	Sp	Handicap		Bv	Vp
Youth work	Yes		Yes	Yes	
Res. work	Yes	Yes	Yes	Yes	Yes
Act. guidance		Yes	Yes		Yes

The Malmö students have to be dealt with seperately, their skills are different if they are educated from the direction towards social pedagogics compared to the direction towards the care of the elderly, the disabled and the mentally retarded.

To start with *the social pedagogues* we find equivalent contents in the timetables of Nijmegen, Sligo and Lillehammer (Barnevernspedagog). The practice placements are as well similar. There are reason to believe that this education is fairly alike the counterparts in Sligo, Nijmegen and Lillehammer. There are some differences. The most striking difference is the lack of creative subjects in the Malmö educational programme. The Malmö student can (not necessarily) be more trained in a theoretical sense compared to the other students. This is because of the distribution between theory and practice (80/20 %). On the other hand she or he has less practical training in meeting the client.

The other direction, towards the care of the elderly, the disabled and the mentally retarded, is more complicated to compare to the programmes of Sligo, Nijmegen (and maybe even Lillehammer). The Malmö students are not, in the first hand, skilled to work in direct contact with the clients, they are trained to operate via the staff. They are probably outstanding when it comes to leadership, group processes or staff supporting methods but these are not the main tasks for the graduates of Sligo and Nijmegen.

The students from these colleges will start their career to work with clients and then climb up to, through further education, a management level. The Malmö students are supposed to start at the management level.

Incidentally there is no education on college or university level in Sweden aiming at client work in the field of the care of the elderly, the disabled and the mentally retarded. The staff members have, if any education, training within the upper secondary school.

Another issue is the retrospective Attitude and static Mode of the Malmö programme, i.e. the students are thaught how it is "out there" and then trained to perform the social care work in that manner.

Table 10.2 The compatibility between the different strands in Malmö and their corresponding strands in the other colleges

	Nijmegen			Sligo	L-hammer	
	Y. work	R.work	Act.guide	·	Bv	Vp
Sp	Yes	Yes		Yes	Yes	
Handicap		Yes		Yes		Yes

The educational programmes (certificate and diploma) of Sligo give the students a general education. The students are not specialized in the same sense as in Malmö, Lillehammer and Nijmegen. The Sligo programmes are similar compared to the others concerning the content. The practical placement used in Sligo find their correspondence in the other programmes as well.

There is a strength in the generalistic approach of the Sligo programme, the students fit in anywhere. The fact that this programme is general and shorter (99 weeks) compared to the others (112 - 168 weeks) makes it a bit weaker in comparison when it comes to the actual preparation for the practical work with a specific group of clients. This make the possibilities to compete with the others worse chances. There is one exception; in the working sites of the mentally retarded and elderly in Sweden. The staff in these units have no college education at all.

The Sligo students are the only ones who have expressed desire to work abroad. This international orientation is also expressed in the aims for the programmes.

As in the Nijmegen and the Malmö programmes we can't find a definite orientation towards a certain Attitude or Mode. The programmes (as stated earlier in the essay) are a mixture of both aims and directions.

Table 10.3 The compatibility between Sligo and their corresponding strands in the other colleges

	Nijmegen			Malmö		L-hammer	
	Y work	R.work	Act. guid.	Sp	Handicap	Vp	Bv
Sligo	Yes	Yes		Yes	Yes	Yes	Yes

The Lillehammer programmes are as well as in the case of Nijmegen and in particular compared to Malmö, two specialized branches.

The students from the *Barnvernspedagogutdanning* have similar qualifications as the students from Nijmegen, Sligo and Malmö (the strand towards social pedagogics), i.e. they have had the opportunity to study similar subjects and they have probably met clients in similar kinds of practical placements.

One fact, if it is important in this context is hard to tell, makes it difficult for the Barnevernspedagog of Norway, that is the static Mode and the retrospective Attitude of the educational programme.

The students from the *Vernepleierutdanning* find their correspondence as well in Nijmegen, Sligo and Malmö (direction towards the care of the elderly, the disabled and the mentally retarded). As in the case of the Børnevernpadagog we have interpreted the programme as static but we find the Attitude prospective.

Table 10.4 The compatibility between the different strands in Lillehammer and their corresponding strands in the other colleges

	Nijmegen			Malmö		Sligo
	Y. work	R. work	Act. guid.	Sp	Handicap	
Bv	Yes	Partly		Yes		Yes
Vp		Partly			Yes	Yes

In addition to compatibility of the contents betwen the programmes and the different strands we also adduced some other matters of importance shown in the table below.

Table 10.5 Compatibility of the programmes on specialization, generalisation, Attitude (prospective or retrospective) and Mode (static or dynamic)

	Spec	Gen	Prosp	Retro	Static	Dynamic
Nijmegen		Yes	Yes			Yes
Malmö,sp	Yes			Yes	Yes	
Malmö,h	Yes			Yes	Yes	
Sligo		Yes	Partly	Partly	Partly	Partly
Lhammer,bv	Yes			Yes	Yes	
Lhammer,vp	Yes		Yes		Yes	

A very cautious conclusion could be that the more generalist, prospective and dynamic features of the programme, the better it fits in the field of action for social care. If the opposite is at hand; specialisation, retrospectiveness and a static mode, the students have to learn about the special features of the field.

On the other hand if there is a great correspondence between the fields of action in the countries the latter is the better. But this is not likely because there should be some main differences between the demands of the social care workers in the different countries.

In this context we would like to point to the connotations of the concepts dynamic, static, prospective and retrospective. In our view dynamic and prospective have a positive connotation, static and retrospective a negative. It is as though social care is a field that *ought to* be constantly changing, whatever happens. It is easy to make one-dimensional analyses due to this rather widespread notion and we think that these matters (whether a curriculum should be pro- or retrospective, dynamic or static) cannot be dealt with in isolation from the socio-cultural context.

The study of the actual care work carried out in the four countries is beyond the scope of this essay. If we would have proper information on this we might be able to broaden our analysis to contain a detailed description of care work in each of the four countries and thus to be able to estimate the level of care work, with reference to methods, staff training, etc. It would then be possible to discuss the optimal match curriculum - work field. For example, if the social care field in one country was characterized by well defined methods, successful in reaching the goals; in this case there would exist a good motive for a college for care workers to prepare students for care work using these methods, to get training in these methods. In a country where the care work, from this point of view, would be operating on a 'lower' level another direction would be more advantageous for the college.

In general any training for care workers would have to consider the blend between two goals of the instruction. One goal is to convey to students a humble attitude before and a thorough knowledge of the complexities of the occupation; work relations with clients, legal matters, psychological and sociological factors, ethical considerations and much more. The other goal: to foster in students a propensity to and willingness to act. These matters are discussed in the educational theories on didactics, e.g. in the Theory on educational categories. The blend of the education referred to above would be, in terms of this theory, the blend between material and formal elements of the education (Blankertz, 1987).

10.2 Social Care and Social pedagogics in a cultural context

This essay deals with "programmes in Social Care" and we have made comparisons between how students are trained to work in this labour market in four countries.

We have analyzed the curricula on five indicators. They are aspects of the content of the curriculum. So far we haven't discussed the sixth indicator; Culture. This indicator is related to the context in which the curriculum exists (see chapter 2).

According to Guzzetta the cultural aspects of curricula are very important because:

> "A curriculum is always a social, political and cultural statement. One common error in curriculum analysis is the attempt to perceive it as a wholly neutral entity. The social, political and cultural statement made by a curriculum may be subtle or it may be explicit, but it is always present". (Guzzetta 1984, p.44)

The indicator Culture on curricula is to be understood as whether the culture represented by the curriculum is indigeneous or exotic. Guzzetta says that this is an important matter and he gives in his article some examples on when it went wrong. One example on this is when the americans tried to through the Council on Social Work Education, in 1952, introduce the same educational programmes in both the U.S. and in Canada. There were cultural problems from the beginning because of differences in the educational expectations in the two countries. After twenty years of conflicts the Canadians withdraw from the council and created one of their own. The outcome has then been successful because the Canadians replaced an exotic culture (in curricula) with an indigeneous.

This example is from the area of programmes dealing with social work and he also gives other examples when americans have tried to implement their ideas in other cultures. (ibid.)

We may say that, even if we haven't investigated whether the curricula are indicating an indigeneous or an exotic culture, we have dealt with some cultural aspects implicitly. When we in the beginning (see chapter 1.) were interested in the diffemences and similarities between programmes, the cultural context is one of the issues.

Guzzetta says that there are many aspects to consider when framing the context for curricula:

> "Some of these are: the status and function of professional education; the status and function of social work; the predominant ideologies, whether economic, political, religious or other; the role and function of teachers, of students, of academes and professional organizations; and, the availability and kinds of resources". (ibid. p.46)

To give these broader views on curricula would require more information about the structure of welfare, political and educational systems in the countries. These issues are merely touched upon in this essay.

An interesting reflection that these comparisons lead us to is; what forces and what influences are in action to mould the programmes? Where, on what level and by whom are the decisions taken which lead to the features of the programmes? If we had deepened these questions we would probably have found some interesting cultural differences.

10.3 The concept Social Care

One interesting issue is, maybe for our international colleagues a rather peculiar one: What is "Social Care" and how should this subject, specific to a programme, in the best possible way be clearly defined towards other disciplines e.g. "social work".

This is a current issue among teachers and adminstrators since Social Care is not (yet) an academic discipline in Sweden. The subject "Social Care" is interdisciplinary, it is a compilation of different subjects. So when trying to define Social Care in the academic way we get into some trouble. We have also found that our colleagues at other colleges in Sweden sometimes are dealing with the same difficult question. The consequence of this is that the contents of the programmes in the different colleges in Sweden may vary and in fact they do.

There is also a discussion whether the work performed by social pedagogues should be considered as Social Care work or not. The socialpedagogues in Sweden are employed in work areas aimed at social or/and pedagogical work with children, youth and adults in exposed living conditions. The link to Social work is obvious and there have been some problems with deliminations between the professional work carried out by social workers (socionomer) and the social pedagogues.

The main difference between the two is that social pedagogues (as social care workers) are working working very close to the clients and the relationship care worker - client is in focus. The "socionoms" may also work in close relationship with the clients but they are often employed as adminstrators, welfare officers or almoners.

We have reason to believe that there is the same difference between social workers and social pedagogues (social care workers) in the countries in focus for this examination.

Due to the fact that the "socionoms" are more numerous and that this profession is well established in an academic and professional sense the struggle for the existence of the social pedagogues has been hard. You can say that, at least in Malmö, the social pedagogues are now beginning to be established and well respected in the work area.

But, the fact is that the social pedagogues acting in their profession never say that they perform "social care".

Traditionally social care work is associated with the work carried out with the elderly. This social care work is to a vast extent carried out in the homes of the elderly. If the person is too delicate in health to stay in her/his own home they (the relatives) try to find a place in an old people's home.

The labour carried out with the mentally or physical handicapped has in the recent years been named social care work even if it isn't that accepted as with the work carried out towards the elderly.

Text books dealing with social care issues uses the work with the elderly at first hand and other target groups as people with learning problem in the second hand.

It is hard to find text books dealing with the work area for the social pedagogues with a title or contents named social care.

So, these facts are confusing when analysing and comparing programmes.

To continue, what are the different work and professional areas called in the different countries in focus for this essay?

In Nijmegen the programme is called "Sociaal Pedagogische Hulpverlening" and when translated into English this is "social pedagogical assistance". In the current usage the teachers and the professionals use this designation, hardly ever social care as far as we know. In the Netherlands there is as well a programme at an university level aiming at Social work.

In Sligo they use the designation Social Care and whether these work areas are clearly defined from the work area of Social Work we can't tell. We know that there is a special branch within the universities aimed at Social Work. The designation social pedagogue or social pedagogical work seems not to be used at all in Ireland or in Great Britain.

In Lillehammer they name the different strands "Welfare nursing" and "Child welfare". Whether the designations "social care" or social pedagogics (when translated into English) are used at other departments in Norway we can't tell. Also in Norway there is a programme training for Social work.

Apart from these linguistic differences we find that the work areas and the target groups are very similar in the four countries. We also find that the subjects and accordingly the contents of the programmes are very similar. We may say that all the four programmes cover the same field of action.

In the light of this comparison, social care and social pedagogues should be respected as connected to each other and not be seperated in different programmes or even in different strands. The next issue, if we are striving to find a common Europeen name for the work carried out in this work area, is whether we should name social care or social pedagogic?

REFERENCES

Blankertz, H. *Didaktikens teorier och modeller.* Översättning och introduktion: Gerd Arfwedsson. Stockholm: HLS Förlag, 1987

Guzzetta, C.J. Model for Analysis of Program Curricula in Social Work Education. *International Social Work*, 1984, 4, 42 - 51.

Högström, M. & Stenberg, K. "...du behöver ha lite stil på din framtoning..." *Pedagogisk-psykologiska problem* (Malmö: Lärarhögskolan), Lärarhögskolan, Nr 600, 1995

Patton, M.Q. *Qualitative evaluation and research methods.* (2nd ed.) Newbury Park, CA: Sage, 1990

Documents, stencils, booklets

The college of Nijmegen

Department of Creative Educational Courses. (Booklet) Hogeschool Nijmegen. (Without date)

First year practical training. Preliminary year SCE/SPA1993-1994. (Booklet) Institute of Higher Education Nijmegen. (Without date)

Tutoring of traineeships by the institution. (Stencil.) Hogeschool Nijmegen. (Without date)

Getting to know your own style of learning. (Stencil.) Hogeschool Nijmegen. (Without date)

Health Care, Welfare Work and Management. (Booklet) Hogeschool Nijmegen.(Without date)

Studiegids SPH Propedeuse 1994-1995. (Booklet) Hogeschool Nijmegen. (Without date)

Studiegids SPH. Sociaal Pedagogische Hulpverlening. Tweede jaar voltijd 1994-1995. (Booklet) Hogeschool Nijmegen. (Without date)

Stage Sociaal Pedagogische Hulverlening 1994-1995. (Booklet) Hogeschool Nijmegen. (Without date)

Supervision (Stencil.) Hogeschool Nijmegen. (Without date)

The conclusion of the supervision. (Stencil.) Hogeschool Nijmegen. (Without date)

The college of Malmö

Educational programme for the University Diploma in Social Care, 120 credit points, directed towards the care of the elderly, the disabled, and the mentally retarded. Malmö College of Health and Caring Sciences. Department of Social Care. 1995.

Educational programme for the University Diploma in Social Care, 120 credit points, directed towards social-pedagogic (social-educational) treatment. Malmö College of Health and Caring Sciences. Department of Social Care.1995.

Kursplan, Social omsorgsexamen, 120 poäng med inriktning mot äldre, funktionshindrade och utvecklingsstörda. Kurs 5; Handledd studiepraktik, 20 poäng. Malmö College of Health and Caring Sciences. Department of Social Care. 1995.

Kursplan, Social omsorgsexamen, 120 poäng med inriktning mot äldre, funktionshindrade och utvecklingsstörda. Kurs 6; Handledd studiepraktik, 20 poäng. Malmö College of Health and Caring Sciences. Department of Social Care. 1995.

Malmö College of Health and Caring Sciences. (Booklet) 1993

Support in discussing and evaluating the practice. (Stencil) Malmö College of Health and Caring Sciences, Department of Social Care. (Without date)

Syllabus; Supervised practical work, Course 6. Malmö College of Health and Caring Sciences, Department of Social Care. (Without date)

Studiehandledning, kurs 6. Handledd studiepraktik, 20 p. (Stencil) Malmö College of Health and Caring Sciences, Department of Social Care. (Without date)

Praktikuppgift. (Stencil.) Malmö College of Health and Caring Sciences, Department of Social Care. (Without date)

Utbildningsplan social omsorgsexamen, 120 poäng. (University Diploma in social care) med inriktning mot socialpedagogiskt behandlingsarbete. Malmö College of Health and Caring Sciences. Department of Social Care. 1995

Utbildningsplan social omsorgsexamen, 120 poäng. (University Diploma in social care) med inriktning mot äldre, funktionshindrade och utvecklingsstörda. Malmö College of Health and Caring Sciences. Department of Social Care. 1995

The college of Sligo

Gilmore, M.*Guidelines for supervisors.* (Stencil) Regional Technical College of Sligo (Without date).

File regarding placement of social studies students. (Stencil) Regional Technical College of Sligo (Without date).

National Certificate in Applied Social Studies. (Social Care). Submission Document 1992. Regional Technical College of Sligo, March 1992

National Diploma in Applied Social Studies. (Social Care). Submission Document 1992, Regional Technical College of Sligo, March 1992

National Council for Educational Awards. *Examination marks and standards, 1995.*

National Council for Educational Awards. *NCEA Directory of Approved Courses In Higher Education.* (12th ed.) Dublin: 1994

School of Business & Humanities. (Booklet) Regional Technical College of Sligo (Without date).

The college of Lillehammer

Barnevern-pedagogutdanningen, 2. studieår 1995/96. Høgskolen i Lillehammer, Avdelningen for Pedagogikk og Samfunnsfag

Barnevernspedagogutdanningen 3. studieår and p 1 - 7. På`n igjen! Undervisningsplan og pensumliste for 3. klass vernepleie. Høgskolen i Lillehammer, Avdelningen for Pedagogikk og Samfunnsfag

Information document 1994. Høgskolen i Lillehammer

"Informationshefte til studentene. Helse- og Sosialarbeiderutdanningen. 1. år 1995/1996. Høgskolen i Lillehammer, Avdelningen for Pedagogikk og Samfunnsfag

"Informasjon om praksis for Barnevernspedagog- Sosionom- og Vernepleierstudenter ved Høgskolen i Lillehammer". (Stencil) Høgskolen i Lillehammer. Avdeling for Pedagogikk och Samfunnsfag. (Without date)

Lillehammer College. (Booklet)1996

"Regler for godkjenning/underkjenning av praksisoplæring i Helse- og Sosialarbeiderutdanningene og prosedyreregler vid godkjenning/tvil om godkjenning/underkjenning ved Högskolen i Lillehammer". (Stencil) Høgskolen i Lillehammer. Avdeling for Pedagogikk och Samfunnsfag. (Without date)

Studieplan for 3 - årig Vernepleierutdanning. Høgskolen i Lillehammer.

Avdeling for Pedagogikk och Samfunnsfag.

Studieplan for 3-årig barnevernspedagogutdanning. Høgskolen i Lillehammer. Avdeling for Pedagogikk och Samfunnsfag.

Student guidelines; Vernepleie 2. klasse. Høgskolen i Lillehammer, Avdelningen for Pedagogikk og Samfunnsfag

Sveum, B. *"Veiledning" Helse- og sosialfagutdanninge.* Høgskolen i Lillehammer. A-kurs. (Without date)

Vernepleirerutdanning - et godt alternativ. (Booklet) Information document. Høgskolen i Lillehammer

Interviews

The college of Nijmegen
Ben Collignon, teacher
Kees van Dam, administrator and teacher
Albert Sanders, teacher
Paul Berkers, teacher
Theo Repping, teacher

The college of Malmö
Hans Halberg, teacher
Anna Andersson, teacher

The college of Sligo
Sean Larkin, administrator
Margareth Gilmore, teacher and placement coordinator
Brenda Boyle, teacher
John Gaffney, teacher

The college of Lillehammer
Kjell-Ivar Iversen, teacher
Ole-Petter Askheim, administrator and teacher

Dear student of social care at Vernepleierutdanning in Lillehammer

We are two teachers from Malmö College of Health and Caring Sciences; department of social work. We are asking you to help us carry out this study as below.

A COMPARISON BETWEEN FOUR COLLEGES IN FOUR DIFFERENT COUNTRIES

Aims for the essay

The over all aim of this study is to make a comparison between different college programmes in social care. Sweden, [1] now searching for membership in the EU and in fact collaborating with the EU through the EES treaty, will open its labour market for all people in Europe and it will likewise be possible for Swedes to work in the other countries in Europe. We find it interesting to study similarities and differrences between programmes in the different countries because we want to investigate the real possibilities for people with a Swedish diploma in social care to work abroad.

En jämförelse mellan olika sociala utbildningar i några Europeiska länder.

Vi är två lärare; Mats Högström och Pelle Hallstedt, från Sociala omsorgsutbildningen i Malmö som gör en undersökning om högskoleutbildningar i olika Europeiska länder. För denna undersökning behöver vi hjälp med att du dels besvarar några enkla frågor (del 1) samt att du delger oss dina tankar mera utförligt (del 2). Syftet med projektet kan du läsa om nedan.

Tack för din medverkan!

Syfte: Syftet med denna uppsats är att jämföra sociala omsorgsutbildningen i fyra olika skolor i Europa. I och med närmandet till EU, genom EES-avtalet och ett eventuellt medlemskap i EU, kommer arbetsmarknaden för personer med social omsorgsexamen att vidgas. Det är då intressant att studera likheter och skillnader mellan de olika ländernas utbildningar, för att därmed kunna undersöka den reella möjligheten för personer med svensk social omsorgsexamen att arbeta utomlands.

BEST COPY AVAILABLE

---

[1] Sweden is joining the EU 1 of January 1995

Vi vill att du besvarar följande fråga så utförligt som möjligt.

(We want you to give a full answer to this question.)

Tänk dig att du har jobbat några år i social omsorgsverksamhet.
Vilka krav och möjligheter ser du i ditt kommande yrke?
(Picture yourself working in the field. State the goals of your work, what you are aiming at and how you think you will succeed in reaching your goals (difficulties, possibilities.)

Enkät

1. Din ålder (age).................

2. Kön (sex) Man Kvinna

3. Faderns yrke (father's occupation)..

....

4. Moderns yrke (mother's occupation).....................................

....

5. Din utbildningsbakgrund (your educational background)............

....

6. Arbetslivserfarenhet innan du började på Vernepleierutdanningen? (Work experience before entering .....)

Yes........

No...........

Om ja, beskriv kortfattat arbetsplatsen(-erna) och ange hur länge jobbet (-en) varade. (If yes, make a brief description of the workplace, including how long you worked there)

....

7. Varför valde du denna utbildning? (Why did you choose this education)

....

8. Varför valde du Vernepleierutdanningen i Lillehammer? (Why did you choose.....?)

....

BEST COPY AVAILABLE

Abstract card

Hallstedt, P. & Högström, M. Programmes in Social Care. A comparison between the Netherlands, Sweden, Norway and Ireland. *Educational and Psychological Interactions* (Malmö, Sweden: School of Education), No. 118, 1996.

In this essay the programmes in Social Care in the Netherlands, Sweden, Norway and Ireland are compared on a number of variables in order to find out whether a student with a diploma from either country would have a training to work in any of the four countries in the field of Social Care. The curricula of the colleges in Nijmegen, Malmö, Lillehammer and Sligo are compared by means of an analytical model developed by Charles Guzzetta. The timetables of the different programmes as well as the structure and design of the practice are examined. The goals of students and staff in the colleges have been studied and compared. The data that have been gathered and analysed are official documents, interviews with students and staff, questionnaires to students on their goals for future work and background data. The analysis shows that the programmes are fairly compatible, though different in a number of aspects, such as length of education – varying between Nijmegen, 168 and Sligo, 99 weeks and the orientation of the programme and the core of student goals – the Nijmegen programme with a stress on action and the clients' needs as the starting point for care work and the Malmö programme with the existing professional care work as the starting point constituting the extremes.

Keywords: Compatibility, curriculum, internationalisation, practice, social care, staff goals, student goals.

Reference card

Hallstedt, P. & Högström, M. Programmes in Social Care. A comparison between the Netherlands, Sweden, Norway and Ireland. *Educational and Psychological Interactions* (Malmö, Sweden: School of Education), No. 118, 1996.